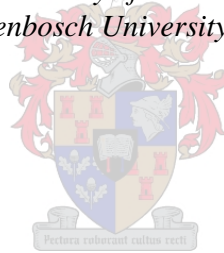


So we were *just like*, “ok”: The discourse markers *like* and *just* in the speech of young South Africans

by
Nicole Jean Lochner

*Thesis presented in fulfilment of the requirements for the degree of MA in
General Linguistics in the Faculty of Arts and Social Sciences at
Stellenbosch University*



Supervisor: Dr. Kate Huddleston

April 2019

Declaration

By submitting this thesis electronically, I declare that the entirety of the work contained therein is my own, original work, that I am the sole author thereof (save to the extent explicitly otherwise stated), that reproduction and publication thereof by Stellenbosch University will not infringe any third party rights and that I have not previously in its entirety or in part submitted it for obtaining any qualification.

Date: April 2019

Abstract

Discourse markers are often studied in connection to language change, as the development of discourse markers indicates a shift in both the linguistic and social aspects of language. These markers are adopted into a language and will either change with the language, or fall into disuse. Historically, discourse markers were seen to be meaningless fillers, however, more recent research has shown that discourse markers perform vital functions with regards to linguistic interactions in spoken discourse. It is necessary to determine what these key functions are and how they fit into the structure of the language in order to show that the markers do more than act as pause fillers.

Previous research has looked into a number of different discourse markers in different English varieties but there has been little to no research into discourse markers in South African English. This study reported on in this thesis focuses on the discourse markers *like* and *just* as they are used in South African English. The study investigates the structural distribution of each of these discourse markers, following the methodology used by Tagliamonte (2005), as well as the functions of both *like* and *just* as they occur in the data. The frequency of use of the discourse markers by age and sex was also investigated. The data used to inform the study was made up of conversational interviews with 17 participants. The interview data was transcribed to form a corpus, made up of 22897 words, of which 735 were tokens of *like* and 181 were tokens of *just*.

The results showed that *like* was most used by females between the ages of 15 and 18. While *like* was used by all three age groups, the prevalence of the marker in the 15 to 18 age group may indicate an age-grading phenomena. *Just* was used more frequently by females between the ages of 19 and 21. The data showed that the use of *just* increased by age suggesting that the discourse marker is currently undergoing linguistic change. *Like* was found to occur most commonly before a noun phrase while *just* is found more frequently before a verb. With regards to the functional distribution, *like* functioned mostly as a pause filler, although it also frequently functioned as an approximator. *Just* most commonly held the function of minimiser, specifically minimising an assertion. Nevertheless, the results show that both *like* and *just* have a number of different functions and are therefore not merely pause fillers and do adhere to the syntactic rules of the language.

Opsomming

Diskoersmerkers word dikwels bestudeer in verband met taalverandering, aangesien die ontwikkeling van diskoersmerkers dui op 'n verskuiwing in beide die linguistiese en sosiale aspekte van taal. Hierdie merkers word opgeneem in 'n taal en sal met die taal saam verander of in onbruik val. Histories is diskoersmerkers beskou as betekenlose vullers. Tog het meer onlangse navorsing getoon dat diskoersmerkers noodsaaklike funksies verrig met betrekking tot linguistiese interaksies in gesproke diskoers. Dit is nodig om vas te stel wat hierdie sleutelfunksies is en hoe hulle pas in die struktuur van taal, ten einde te wys dat die merkers meer doen as om slegs te dien as pouse-vullers.

Vorige navorsing het gekyk na 'n aantal verskillende diskoersmerkers in verskillende variëteit van Engels, maar daar is min of geen navorsing gedoen oor Suid-Afrikaanse Engels. Die studie wat in hierdie tesis beskryf word fokus op die diskoersmerkers *like* en *just* soos wat hulle gebruik word in Suid-Afrikaanse Engels. Die studie doen ondersoek oor die strukturele verspreiding van elk van hierdie diskoersmerkers en volg die metodologie wat deur Tagliamonte (2005) gebruik is, asook oor die funksies van beide *like* en *just* soos wat hulle in die data voorkom. Die gebruiksvorkoms van die diskoersmerkers in terme van ouderdom en geslag is ook nagevors. Die data wat gebruik word om die studie in te lig het bestaan uit gespreksonderhoude met 17 deelnemers. Die data wat uit hierdie onderhoude ingesamel is, is getranskribeer om 'n korpus te vorm, wat bestaan uit 22897 woorde, en waarvan 735 die woord *like* was, en 181 die woord *just* was.

Die resultate het getoon dat *like* die meeste gebruik is deur vroue tussen 15 en 18 jaar. Terwyl *like* deur al drie ouderdomsgroepe gebruik is, kan die frekwente voorkoms van die merker in die 15 tot 18 jaar-ouderdomsgroep op 'n ouderdomsgradering-verskynsel dui. *Just* is meer dikwels gebruik deur vrouens tussen 19 en 21 jaar. Die data het getoon dat die gebruik van *just* vermeerder het met ouderdom, wat voorstel dat die diskoersmerker tans linguistiese verandering ondergaan. *Like* het meestal voor 'n naamwoordfrase voorgekom, terwyl *just* tipies voor 'n werkwoord voorgekom het. Met betrekking tot die funksionele verspreiding het *like* meestal gedien as 'n pouse-vuller, maar dit het ook gedien vir benadering. *Just* het meestal die funksie gehad van minimiseerder, spesifiek om 'n bewering te minimiseer. Nietemin, het die resultate getoon dat beide *like* en *just* 'n aantal verskillende funksies het en dus nie slegs pouse-vullers is nie en ook die sintaktiese reëls van die taal navolg.

Contents

Declaration.....	i
Abstract.....	ii
Opsomming.....	iii
Table of Figures.....	vii
Chapter One.....	1
Introduction.....	1
1.1. Introduction.....	1
1.2. Research Question.....	2
1.3. South African English.....	2
1.3.1. A brief history of language in South Africa.....	2
1.3.2. A description of South African English.....	3
1.4. Teen Talk.....	5
1.5. Discourse markers.....	7
1.6. Structure of thesis.....	8
Chapter Two.....	9
<i>Like and just</i>	9
2.1 Introduction.....	9
2.2 Types of pragmatic markers.....	9
2.2.1. What is a discourse marker?.....	10
2.2.2. Context and Multifunctionality.....	12
2.2.3. Grammaticalisation.....	14
2.3 <i>Like</i> as a discourse marker.....	14
2.3.1. Quotative BE <i>like</i>	16
2.4 <i>Just</i> as a discourse marker.....	17

2.4.1. <i>Just</i> and collocations	18
2.5 Tagliamonte (2005)	18
2.5.1. <i>Like</i>	19
2.5.2. <i>Just</i>	21
2.6 Conclusion	22
Chapter Three	24
Methodology	24
3.1. Introduction	24
3.2. Corpus Linguistics	24
3.3. Participants	26
3.4. Data collection and interview procedure	26
3.5. Transcription process	27
3.6. Analysing the data	28
3.7. Ethical procedure	28
3.8. Conclusion	29
Chapter Four	30
Presentation of data	30
4.1. Introduction	30
4.2. Functional analysis of <i>like</i>	30
4.2.1. Hesitation/Pause Filler	31
4.2.2. Approximator	32
4.2.3. Discourse Link	33
4.2.4. Marker of exemplification	33
4.2.5. Quotation marker	34
4.2.6. Collocational units	35
4.3. Structural analysis of <i>like</i>	36
4.4. Frequency of <i>like</i>	38

4.5. Functional analysis of <i>just</i>	38
4.5.1. Minimiser of assertion	39
4.5.2. Minimiser of reasoning or justification.....	39
4.5.3. Minimiser of a request and minimiser of a question.....	40
4.5.4. Emphasiser.....	40
4.5.5. Pause filler	41
4.6. Structural analysis of <i>just</i>	41
4.7. Frequency of <i>just</i>	42
4.8. Conclusion.....	43
Chapter Five.....	44
Discussion and Conclusion	44
5.1. Introduction	44
5.2. Discussion of <i>like</i>	44
5.3. Discussion of <i>just</i>	45
5.4. Limitations and suggestions for future research	46
References.....	48
Appendix A- Parent/guardian consent form for child participation	52
Appendix B- Consent form for participation in study	55
Appendix C- Assent form for child participation	58
Appendix D- Letter of approval for ethical clearance	60
Appendix E- Background questionnaire for participants.....	62
Appendix F- Transcription of recorded data.....	63

Table of Figures

Figure 1: Frequency of <i>like</i> tokens by following grammatical category (Tagliamonte 2005:1902).....	20
Figure 2: Frequency of <i>like</i> across age groups (Tagliamonte 2005:1903).....	20
Figure 3: Frequency of <i>just</i> tokens by following grammatical category (Tagliamonte 2005:1905).....	21
Figure 4: Frequency of <i>just</i> across age groups (Tagliamonte 2005:1905).....	22
Figure 5: Distribution of <i>just</i> across sex and age groups (Tagliamonte 2005:1906).....	22
Figure 6: Functional distribution of <i>like</i>	31
Figure 7: Grammatical distribution of <i>like</i>	36
Figure 8: Frequency of <i>like</i> by age and gender.....	38
Figure 9: Functional distribution of <i>just</i>	39
Figure 10: The grammatical distribution of <i>just</i>	41
Figure 11: Frequency of <i>just</i> by age and gender.....	42

Chapter One

Introduction

1.1. Introduction

All languages are governed by rules. These rules are used to determine everything from the structure of a sentence to using the correct politeness strategies to suit the context of a conversation. Linguists summarise these rules into a grammar. The term ‘grammar’ refers to both the rules used by the speakers of a language as well as the “linguists attempt to codify these rules” (Aitchison 2013:16). The grammar of a language changes constantly, sometimes the changes are obvious and occur within an individual’s lifetime, other times the change is less noticeable and occurs over centuries (Aitchison 2013:17). Furthermore, as Tagliamonte (2005:1897) observes, when changes occur in the way language is used, they often reflect, or are reflected by, changes in society. These changes include, amongst others, the addition, replacement, and loss of words as well as changes in meaning and sentence structure (Aitchison 2013:17). In the past, sociolinguists have focused on language variation as a result of regional differences, social class, and gender and less so on the social factors of age, ethnicity, and networks (Andersen 2001:1). It has also been noted that the use of innovative language occurs in the speech of adolescents and can be carried over to other members of society. For this reason it is important to examine aspects of language change, especially the way in which language is used by young people.

In English, there are a number of small words that often appear in speech and that have been gaining a lot of attention over the past few years (Lenk et al. 1997; Schourup 1999; Andersen 2000, 2001; Tagliamonte 2005; Aijmer and Simon-Vandenberg 2009 amongst others). These small words are known as discourse markers. Discourse markers are easily identified in language as they are most frequently used by the younger generation and criticised by many adults, teachers, and sometimes even linguists who worry about the “decay of ‘our language’” (Andersen 2001:2). The discourse markers *like* and *just* have started to receive more attention in research on American English (Romaine and Lange 1991), British English (Andersen 2000, 2001), Canadian English (Tagliamonte 2005) and other varieties of English, such as Australian Aboriginal English (Sharifian and Malcolm 2003), but these discourse markers have not been studied in South African English.

This study will focus on the discourse markers *like* and *just* in South African English and is modelled on research by Tagliamonte (2005) in which she determines the structural distribution of these discourse markers, as well as the frequency of use according to age and sex. The present study will also include a functional analysis of *like* and *just* in which the different functions of the discourse markers will be defined and discussed.

This chapter will first provide background information on South Africa and South African English. This will be followed by a discussion of the nuances of adolescent speech, so-called “teen talk”. An overview of discourse markers will be given and the chapter will end with an outline of the structure of the thesis.

1.2. Research Question

The study is guided by the following research question:

“What are the functions and distributions of the discourse markers *like* and *just* in the speech of young South African English speakers?”

To answer this question a corpus of elicited narratives from speakers of South African English between the ages of 12 and 21 was developed and analysed. The analysis involved determining which of the tokens of *like* and *just* were discourse markers and then determining the specific function and structural placement of each token. The tokens of *like* and *just* were analysed in terms of frequency, gender, and age.

1.3. South African English

1.3.1. A brief history of language in South Africa

Before any form of colonial power came to South Africa, the indigenous Khoe and San people spoke a number of their own languages. In 1652, the Dutch language was first introduced to the Cape with the establishment of the first Dutch community in Cape Town and conflict soon arose between the Dutch settlers and the Khoesan over land and cattle (Mesthrie 2002:14). As the African people were reluctant to take part in manual labour for the settlers, slaves were brought in from other countries such as Mozambique, Madagascar, the West Indies and India (Mesthrie 2002:14). The British first took control of the Dutch colony in 1775, relinquishing their hold eight years later only to take control again in 1806. As the British community grew and more and more Britons flocked to South Africa, English

took over as the language of “government, education and law” (Mesthrie 2002:15). Not only did English become more popular but the British missionaries opened small schools for the purpose of educating black and coloured people and for the first time African languages were written down and documented.

By the 1820’s, Afrikaans had already developed as a “colloquial variety of Dutch” and its speakers feared for their language and culture under the new British power (Mesthrie 2002:15). Many Afrikaans speakers moved away from Cape Town, further inland, but maintained efforts to keep Dutch, and later Afrikaans, as the dominant language. Around this time many Bantu speakers also moved away from the original colonies in an effort to maintain their independence (Mesthrie 2002:15). By the 1900’s, structured education was designated for whites only and education for non-whites was left to the missionaries (Mesthrie 2002:18).

With the instigation of the apartheid government in 1948 there came a change in not only language use but also attitudes towards language. Apartheid separated white people from people of colour in the areas that they lived, jobs they were allowed to take, and areas they were allowed to be. The Bantu Education Act, passed in 1953, “tried to create a permanent underclass of black people” by limiting the education of non-white South Africans (Mesthrie 2002:18). The Apartheid policy originally stated that either English or Afrikaans may be taken as a compulsory subject at a secondary level but due to the government’s fear that the preference for English would render Afrikaans obsolete, they changed the policy so that both languages were compulsory at a secondary level (Mesthrie 2002:19). Furthermore, they instigated both English and Afrikaans as the language of teaching in high schools (Mesthrie 2002:19). This change of policy led to unrest amongst both the learners and the teachers operating under the Bantu Education Act and sparked a rebellion against white oppression starting with the Soweto uprisings in 1976 (Mesthrie 2002:22).

1.3.2. A description of South African English

Apartheid relied on race and language to divide the people of South Africa under the ideology that “all races are inherently unequal” (Kamwangamalu 2006:158). Although the Bantu Education Act stated that both English and Afrikaans were to be used as the language of teaching and learning in schools, it intended to promote Afrikaans as the language of instruction and “reduce the influence of English in black schools” (Kamwangamalu 2006:161). Afrikaans became known as the language of the oppressors and fell out of favour

with black South Africans, resulting in the Soweto uprisings (Kamwangamalu 2006:161). Despite the history of English in South Africa and its colonialist roots, it became the “language of liberation” in response to the Bantu Education Act (Kamwangamalu 2006:161). After apartheid was abolished, 11 languages were made official in the constitution. These included English and Afrikaans, as well as isiXhosa, isiZulu, Sepedi, Sesotho, Setswana, Tshivenda, isiNdebele, SiSwati and Xitsonga. This was designed to allow all the languages equal status as official languages, known as symmetrical multilingualism. However, research shows that there is a discrepancy between what is written in the language policy and what is practiced by the community (Van der Merwe and Van der Merwe 2008:271). The language policy indicates that all national and provincial governments may use any two official languages for office use but that the languages chosen should take into account “usage, practicality, expense, regional circumstance and the balance of the needs and preferences of the population” (Van der Merwe and Van der Merwe 2008:268). Similarly in education, “everyone has the right to receive education in the official language or languages of their choice...where that education is reasonably practical” (Van der Merwe and Van der Merwe 2008:269). Although the constitution allows for flexibility of language use, real life practices show that English and Afrikaans are preferred for “higher and specialised registers” where the other official languages are used as a home language in familial or social settings (Van der Merwe and Van der Merwe 2008:270). English has become more dominant, being used as the preferred language of documentation, government, and business; which has resulted in asymmetrical multilingualism, meaning that one language holds a higher position of superiority than the others (Kamwangamalu 2006:159).

English in South Africa can be described in terms of Kachru’s (1992) model of World Englishes, developed to describe the spread of English, and which consists of three circles. The first circle, known as the Inner Circle contains countries in which English is spoken as a home language or first language. The Outer Circle that lies directly outside the Inner Circle includes countries where English is used in an official capacity, such as former British colonies (Kamwangamalu 2006:161). The final circle, the Expanding Circle, describes places where English is spoken only as a foreign language (Kamwangamalu 2006:162). South Africa happens to fall into more than one of these circles, both the Inner Circle, as a number of people speak English as a first language, and the Outer Circle, as a greater part of the population speak English as a second and sometimes third language.

Although English was originally introduced to the country by British colonialists, as noted above, it has since developed into a variety/ies of its own. There has been borrowing from English into Afrikaans and the other African languages and vice versa. Many loan words have been introduced to South African English along with a number of lexical and grammatical changes that formed as a result of social changes, to create a number of unique English varieties (Kamwangamalu 2006:165). Many of these varieties are spoken as a second language and are heavily marked by the speaker's first language (Kamwangamalu 2006:163). This study will only focus on South African English, as spoken by first language, typically White, English speakers in South Africa.

1.4. Teen Talk

Research into adolescent language has increased over the years but there is a dearth of data from this age group in South African English (Eckert 1988; Andersen 2001; Tagliamonte 2005, 2016). The majority of studies on language change include participants who are primarily between the ages of 16 and 18 as it is in this age group that linguistic innovation is prevalent and the first stages of language change occur (Andersen 2001:9). So what is so special about adolescence? The most important part of the change from child to adult is the development of an identity outside of the nuclear family and the beginning of a separation between the child and the family (Eckert 1988:186, Christie and Viner 2005:301). For the child, the peer group becomes more important as the amount of time dedicated to social interaction increases and forming a 'group identity' is a necessity in order to maintain the level of interaction (Tagliamonte 2016:3). This is because the peer group becomes an alternative to the interaction the child once received from their parents (Eckert 1988:187). Adolescents use language to determine who is an 'in-group' member and as a means to differentiate themselves from outsiders, people such as adults, children, or other teenagers (Tagliamonte 2016:3). Using specific language to signal that they belong to a certain group is very important to teenagers, as being considered an outsider can have a detrimental effect to the teen's sense of self-esteem and belonging (Tagliamonte 2016:3).

Historically, adolescents were considered to be younger adults, meaning that they were expected to take over the behaviours of older generations; such as the way they spoke and acted (Andersen 2001:4). However, in the last 60 years or so, adolescence has been accepted as a period of its own that has its own features and behaviours (Andersen 2001:4). Adolescence is a time when the teen begins to develop sexually, cognitively, and socially

(Christie and Viner 2005:301). These changes are driven by the teen's need for independence and uniqueness, a separate identity from both their family and other teens around them (Andersen 2001:4). Along with these changes comes an interesting twist in their linguistic development. When the teen has successfully acquired their first language, they reach a second phase in their development, which is characterised by a growth in vocabulary (Andersen 2001:4). This is brought about by the expansion of the teen's social group as they are introduced to influences outside their family or immediate peer group (Andersen 2001:6).

Andersen suggests that the presence of planning difficulties in adolescence may be a sign that adolescents are conscious of their language use and possibly even "concerned with the appropriateness of linguistic expressions" (Andersen 2001:229). Included in this suggestion is the possibility that the pause filler is a politeness tactic, so as not to seem too assertive in conversation (Andersen 2001:229). Adolescence brings with it linguistic growth, which occurs in a number of ways, for one, the vocabulary increases dramatically in the beginning stages of adolescence, around the ages of 11-14 (Andersen 2001:5). Around this time, there is an increase in the use of slang terms as slang is often used to signal the members of a particular group (Andersen 2001:8). Syntax, with regards to sentence length, complexity and inclusion of information also increases during adolescence (Andersen 2001:6). Teens also become more adept at changing their speech style to suit the situation as a result of influence from those other than their immediate peer group (Andersen 2001:6).

Many previous studies have focused on language change with regards to sentence structure, phonology, and morphology, where adolescents are the initiators of new words and structures (Eckert 1988; Nippold 1998; Erman 2001; Andersen 2001; Sharifian and Malcolm 2003; Tagliamonte 2005). More recently, research is showing that teens play a very important role in grammaticalisation, a process by which lexical items adopt new forms and functions that differ from their original use, for example the use of "*like* as a marker of reported speech, [and] *just* being used as an emphasiser" (Andersen 2001:9). This will be detailed further in section 2.3 and section 2.4. Although these differences do appear in adolescent speech, it is not necessarily a sign of ongoing language change (Andersen 2001:4). It is possible for characteristics to appear in teen talk that are "age-graded", which means that the characteristics are not permanent changes and diminish in use as the teen ages (Andersen 2001:4). This shows that, while it is possible for new linguistic features to be adopted into the language, there are certain changes in language that are not continued into adulthood.

1.5. Discourse markers

Discourse markers are expressions used to “provide contextual coordinates for ongoing talk” (Schiffrin 1987:41). There are a number of different terms that can be used when discussing discourse markers, all of which mean more or less the same thing. The terms “pragmatic particle” (Östman 1982), “phatic connective” (Bazzanella 1990) and “discourse connective” (Warner 1985) have all been used by various authors. Other terms such as “pragmatic marker” (Brinton 1996; Fraser 1996, 2000, 2001), “discourse particle” (Schourup 1982; Aijmer 2002) and of course “discourse marker” (Schiffrin 1987; Lenk et al. 1997; Tagliamonte 2005) are also common. While the terms mostly focus on the same linguistic phenomenon, not all the terms describe the same functions of the phenomenon. The term “segmentation marker”, for example, is a term for the particle that “signals the break within discourse or a shift in topic” (Bestgen 1998:754). When researchers refer to a “pragmatic marker” they are usually referring to the particle that deals mostly with politeness and the speaker’s attitude as conveyed by the utterance (Lenk et al. 1997:2). Discourse markers, as defined by Fraser (2006:190), are, according to him, a subcategory of pragmatic markers and will be described in more detail in Chapter 2.

The first person to introduce the term “discourse marker” was Schiffrin (1987), in her book titled *Discourse Markers*. She introduces an operational definition of discourse markers rather than a theoretical one, defining discourse markers as “sequentially dependent elements which bracket units of talk” (Schiffrin 1987:31). The use of the term “units of talk” is purposefully loose so as to encompass the many types of units of speech that have an influence on the use of discourse markers (Schiffrin 1987:31). Brackets, in this definition, refer to both the boundaries of speech as well as social boundaries.

Since Schiffrin’s study on discourse markers was published, there has been more research in the field of pragmatics and more attention given to discourse markers (Erman 1997; Bestgen 1998; Fraser 1999, 2006; Anderen 2000, 2001; Lindemann and Mauranen 2001; Tagliamonte 2005; Fairhurst 2013; Beeching 2017). Fraser (2006) expands the definition of discourse markers in his work on pragmatic markers, where he categorises each type of pragmatic marker according to a specific role that it plays in the utterance. Discourse markers are one of these categories. Schiffrin and Fraser have differing views on defining discourse markers, and while it is important to understand Schiffrin’s view on discourse markers, this study will

make use of Fraser's (1999, 2006) categorisation of pragmatic markers, and by extension, his characterisation of discourse markers.

1.6. Structure of thesis

The present chapter provided a short introduction to the study, including the research question, a brief history of language in South Africa, background information on South African English as well as information about adolescent speech and discourse markers.

Chapter 2 elaborates on the topic of discourse markers and includes a detailed discussion of Tagliamonte's (2005) study, upon which this study is modelled. There will also be an overview and explanation of Fraser's (2006) typology. This chapter also includes information about the discourse markers *like* and *just*.

Chapter 3 provides a discussion of corpus linguistics, including a short section on the compilation of the corpus that was used for the data analysis. This is followed by an outline of the research methodology, including a description of the participants, the data collection procedure, the transcription and analysis of the data and the ethical procedure followed.

In Chapter 4 a detailed description of the functions and distributions of the discourse markers *like* and *just* as they are used in South African English is given, based on the analysis of the corpus data. Finally, Chapter 5 contains the discussion of the findings presented in Chapter 4, along with the concluding remarks on the study. This includes a summary of the key findings, a description of the limitations that were identified, and finally some suggestions for future research.

Chapter Two

Like and just

2.1 Introduction

This chapter provides a more in-depth discussion of discourse markers, in order to provide a theoretical framework for the study. Included will be a description of Fraser's (1999, 2006) approach to defining discourse markers, an explanation of the four types of pragmatic markers that Fraser (1999) mentions in his typology, and a discussion about discourse markers as a subcategory of this typology. There will also be a short section explaining context and multifunctionality and how these concepts play a role in defining discourse markers, as well as a brief outline of grammaticalisation, as it relates to the development of discourse markers.

Tagliamonte's (2005) methodology, data analysis and results, focused solely on the discourse markers *like* and *just* will be discussed in the following section. The last two sections of this chapter will discuss the respective discourse markers in terms of their functions, including aspects of previous research relevant to the present study.

2.2 Types of pragmatic markers

Even though there are a number of ways to define a discourse marker, I will be making use of Fraser's (1999, 2006) typological approach. Fraser (2006:189) defines pragmatic markers as "expressions [that] occur as part of a discourse segment but are not part of the propositional content of the message conveyed". He also describes four different types of markers. The first category is called Basic Pragmatic Markers, which includes markers that "signal the type of message the speaker intends to convey" (Fraser 2006:189). For example, when a person wants to invite another to sit down but does not want to seem commanding or forceful, a pragmatic marker "please" may be used to show that it is merely a request when asking "Please, sit down" (Fraser 2006:189).

The second category of markers, known as Commentary Pragmatic Markers, are further split into four groups, as illustrated in the examples below:

(1) Assessment Markers

We got lost immediately. **Fortunately**, a police officer happened by.

(2) Manner-of-speaking Markers

You got yourself into this mess. **Bluntly speaking**, how are you going to get out?

(3) Evidential Markers

A: Will he go? B: **Certainly**, he will go.

(4) Hearsay Markers

I won't live in Boston. **Allegedly**, all the politicians are corrupt.

(Fraser 2006:189-190)

These pragmatic markers indicate a message that is not the same as the original segment, but refer to the message in question (Fraser 2006:189). In this way, the marker signals a message that does not directly correlate to the message in the original segment. In example (4), the speaker states that they will not live in Boston and gives the reason "all the politicians are corrupt". The "allegedly" in this sentence does not add or take away any information from the original segment but rather includes extra information about the statement "all the politicians are corrupt".

Parallel Pragmatic Markers differ from the previous category by indicating a message that does not relate to the message in the main segment (Fraser 2006:190). These markers do not give extra information about the utterance and refer to external factors. Again, Fraser gives two subtypes, which are illustrated below.

(5) Deference Markers

Your honor, can I help you?

(6) Conversational Management Markers

Ok, what do we do now?

(Fraser 2006:190)

The final category is what Fraser calls discourse markers. These function to "signal a relationship between the discourse segment which hosts them and the prior discourse segment" (Fraser 2006:190). These will be discussed in detail in section 2.2.1 below.

2.2.1. What is a discourse marker?

For the purpose of this study I will be focusing on the discourse marker category. Fraser (2006:191) states that he aims to describe discourse markers more generally, according to the properties of the whole class of expressions rather than creating a more specific definition based on a couple of examples. The current study will use this description as a basis for

defining the discourse markers *like* and *just* as they are used in South African English. This allows for any possible functions of *like* and *just* that may be distinctly related to South African English to be discussed in terms of the general description of discourse markers rather than attempting to fit these functions into a single standard description. It is important to note that he is only giving an explanation of the linguistic properties of the markers. The general description states that a lexical expression acts as a discourse marker when it occurs before the second segment when there is more than one segment (Fraser 2006:191). The purpose of this discourse marker is to hold semantic meaning relating the two segments. This does not mean the marker is necessarily connecting the two segments in the same way a conjunction would although it is not uncommon for a conjunction to function as a discourse marker (Fraser 2006:190). According to Fraser (2006:191) to be a discourse marker, an expression has to show a relationship of elaboration, contrast, inference, or temporality.

Lexical expressions are required to fulfil five criteria in order to be considered discourse markers. The first is that a discourse marker is a lexical expression and therefore excludes “non-verbal gestures... syntactic structures, and aspects of prosody” (Fraser 2006:191). Secondly, the two segments to which the discourse marker is attached must be continuous, however there are exceptions to this rule, for example:

(7) A: I don't want to go very much.

B: John said he would be there.

A: **However**, I do have an obligation to be there.

(Fraser 2006:191)

Third, the message a discourse marker conveys must be complete as illustrated in the example: “Water freezes at 32 degrees **but** boils at 212 degrees” (Fraser 2006:192). Fraser (2006:192) also gives an example of a situation in which the message encoded is not complete and therefore the lexical expression is not considered a discourse marker:

(8) A: Who passed? B: All **but** one person passed the exam.

(Fraser 2006:192)

The fourth criteria states that the discourse marker may move to the front of the sentence, but only if the structure of the segment changes slightly, as is shown in the two examples from Fraser (2006:192) below.

(9) He came back **because** he loved her.

He loved her. **Because of that**, he came back.

(10) John didn't take the letter. **Instead**, he left it.

Instead of taking the letter, John left it.

(Fraser 2006:192)

Lastly, the discourse marker is required to show one of the four relationships mentioned above (elaboration, contrast, inference or temporality) (Fraser 2006:192).

There are a number of syntactic structures that discourse markers may reflect depending on which syntactic property the discourse marker fulfils. The three syntactic arrangements below show, according to Fraser, the only three positions in which a discourse marker may occur (S1 refers to segment 1, DM refers to the discourse marker and S2 refers to segment 2):

(11) S1, DM + S2

John left late, **but** he arrived on time.

S1. DM +S2

John left late. **However**, he arrived on time.

DM + S1, S2

Despite the fact that John left late, he arrived on time.

(Fraser 2006:196)

It has already been stated that discourse markers signal the relationship between the segments or utterances but they do not create these relationships. When the discourse marker is a conjunction, it requires two segments to establish the relationship, however, in situations where *that* is used in an anaphoric expression, *that* implies that there was a previous utterance that acts as S1 in creating the relationship (Fraser 2006:195). It is noted that the discourse marker does not create the relationship between S1 and S2 but it makes the speaker's intentions clear (Fraser 2006:195).

2.2.2. Context and Multifunctionality

When trying to decipher the meaning of an utterance, one must understand the meaning of the words and their structure, as well as who the person was that made the utterance and the context in which it was uttered (Birner 2013:1). In the field of pragmatics, 'context' is a concept that is often mentioned in regards to understanding utterances, where it refers to the situation or environment in which the utterance occurs (Birner 2013:1). Aijmer (2013:12) suggests that discourse markers "do not have a fixed meaning but a meaning potential". The theory of meaning potential applies to lexical items which do not have a single meaning but

where the meaning is determined by the context (Aijmer 2013:12). Fraser's (1999:945) theory contrasts to Aijmer's in that it suggests that each discourse marker has only one "core meaning" but includes the concept of meaning potential as the intended meaning is understood through the context and additional information from the utterance. When studying discourse markers, the focus is usually on social contexts, where there is interaction between people as these markers are more often found in speech than in writing (Aijmer 2013:13). Aijmer (2013:13) describes the linguistic elements that are able to reference elements that are utterance external, which occur in the context of the utterance, such as speaker identity. Discourse markers are multifunctional meaning that each marker may have a variety of possible functions (Aijmer 2013:14). The context in which the discourse marker occurs helps the hearer to identify which of these functions is being used and gives an indication as to how it should be interpreted (Schiffrin 1987:5).

2.2.3. Grammaticalisation

Grammaticalisation, also known as grammaticisation, is a process of language change where lexical items acquire new grammatical functions or meanings, or existing pragmatic meaning is strengthened. Such a process of language change is often associated with the development of discourse markers as it is not uncommon for lexical items to take on a discourse marking function. Grammaticalisation has two meanings, the first refers to the section of linguistic study that is focused on “how grammatical forms and constructions arise, how they are used, and how they shape the language” (Hopper and Traugott 1993:1). The second meaning refers to the actual process of language change, especially the process through which lexical items become grammatical over time (Hopper and Traugott 1993:2). An example of grammaticalisation is the verb “go” as in “she is going by car” which, over time, became a marker of future tense as in “she is going to do it later”. There are two perspectives that guide the study of grammaticalisation. The first is more “historical”, looking at the sources of the grammatical forms and the changes that affect them (Hopper and Traugott 1993:2). This perspective has a focus on the changes whereby a lexical item may become a grammatical item or a grammatical item may become even more grammatical (Hopper and Traugott 1993:2). The second perspective views grammaticalisation as more of a “discourse pragmatic phenomenon, to be studied from the point of view of fluid patterns of language use” (Hopper and Traugott 1993:2). This study will be taking the first approach and will focus on the lexical items *like* and *just* and the discourse marking function they have acquired over time.

Studies have shown that the source of the majority of items used as discourse markers are content words as opposed to having a grammatical function (Andersen 2001:33). While the process of grammaticalisation is not the main focus of this study it is necessary to note that the discourse markers *like* and *just* may be undergoing grammaticalisation due to the gradual change in function of both *like* and *just* over time moving from having a purely lexical function to having more of a grammatical function as discourse markers, which will be discussed further in section 2.3 and 2.4.

2.3 *Like* as a discourse marker

Studies on *like* have been done previously by Andersen (2000; 2001) on American and London English, Tagliamonte (2005) on Canadian English, as discussed above, and Sharifian

and Malcolm (2003) on Australian Aboriginal English. Andersen (2001:216) notes that *like* as it is used in London English seems to have been borrowed from American English, where it was first appeared as a discourse marker in New York City around the 1960s. Sharifian and Malcolm (2003:341) claim that their analysis of *like* in the English speech of Aboriginal Australians “supports and extends” Andersen’s study in the sense that they found many similarities in the use of *like* but also found that in some situations, *like* had taken on a new meaning in order to deal with situations specific to the culture.

Formally, *like* acts in a number of non-discourse marker roles, it can act as a verb “they’re gonna *like* the car” (Andersen 2001:212); a conjunction meaning either “in the same way as” for example “*like* I just did” or meaning “as if” such as “I can hear that car *like* it’s going past here”. However, there are times where *like* does not conform to these rules. Andersen’s (2001:215) research was focused on American English and London English, for which he used the COLT (Bergen Corpus of London Teenage Language). He noted that the discourse marker *like* was extremely common among the London teenage speech, appearing in 40% of the data, nearly 3,500 tokens of *like*. Andersen (2001:212-13) notes more than one occasion where, by looking at the transcription alone, *like* appears to be in an ambiguous position in a sentence (Andersen 2001:212). Upon further inspection, he found that certain factors, such as a short pause following *like*, proved it to be a discourse marker rather than a non-discourse marker.

The discourse marker *like* is often referred to as a filler or a “meaningless interjection” but this is not the case (Andersen 2001:216). It has also been referred to as a marker of ‘looseness’ or ‘approximation’ (Andersen 2000: 20-2, 2001: 218; Tagliamonte 2005:1897). This marker indicates to the hearer that the meaning of the utterance does not directly correlate to what is being said. The utterance “it took me *like* an hour to get home” indicates that the amount of time it took the speaker to get home is an approximate value. This approximation may be used because the speaker is not aware of the exact amount of time it took, to avoid being “unreasonably pedantic”, or because giving the exact time would not benefit the hearer in the context of the conversation (Andersen 2000: 22). In such cases the discourse marker *like* is signalling a discord between what is said and what intended to be understood. Andersen (2001: 210), however, acknowledges that *like* is multifunctional and has shown to function as a quotative marker as in the example “...and **I’m like** and **I’m like** scum!”, where the **I’m like** is quoting something the speaker had previously said, or an approximator as in the example “first *like* twenty minutes and then it gets good”, where the

like indicates that “20 minutes” is an approximate value for the amount of time that had passed. It can also be a marker of exemplification “...but if you took *like* all you A levels for the, to be a scientist...”, where *like* is followed by an example “all you are levels”, a discourse link “yeah she’s pretty I mean *like*... she looks better with brown hair though”, where *like* is followed by a new sentence or a hesitational device as in the example “a lot of the time my my sister *like*, ok my mum would phone up and go walk...”, where *like* indicates a pause (Andersen 2001:209-210).

2.3.1. Quotative BE *like*

It has been noted that *like* may appear in two collocations, *it’s like* and BE *like*. *It’s like* seems to signal a hesitation or discourse linking function, for example “...if there was a master like, a sports, bloke like that, you might be s= I **it’s like** there must be some!” (Andersen 2001:256-7). It holds its own meaning and cannot be substituted by *it’s as if*, because *as if* signals that the following proposition is non-factual whereas *it’s like* has been known to appear before factual information (Andersen 2001:257). It has been suggested that *it’s like* is a different marker to *like* but that it can be replaced by *like* (Andersen 2001:257). *It’s like* has a clausal structure, as do other collocational markers, which means that the phrase can only occur outside of the propositional information unlike *like* which can occur “between elements of a clause” (Andersen 2001:257). This means that the possible functions of *it’s like* are far more restricted than *like* and it does not seem to signal the use of loose language, metaphor, approximation or exemplification (Andersen 2001:257).

BE *like* acts slightly differently to *it’s like* as it has developed into a “quotative complementiser” through the process of grammaticalisation for example “...and I **was like** oh come on Carla hurry up and do the numbers inside” (Andersen 2001:217). It signals that what will be said next is a quote, but that it is not necessarily exactly what was said in the original utterance. Blythe et al. (1990:219) did a study on American narrative and found that BE *like* was used commonly amongst teenagers and young adults. They found that while most quotative markers are either related to direct speech, such as *say*, or inner monologue, such as *think*, BE *like*, however, can be used to introduce both types of reported speech, allowing the speaker to convey more than just the direct quotation (Blythe et al 1990:215). Tagliamonte and Hudson (1999:166) compared the use of BE *like* in Canadian English and British English and found that it occurs more frequently in British English (18% of the total number of quotatives), whereas in Canadian English it only made up 14% of all the quotatives used.

This shows that while both English varieties have borrowed the discourse marker *like* from American English, the geographical location does not necessarily determine the pattern in which linguistic features are adopted (Tagliamonte & Hudson 1999:167).

2.4 *Just* as a discourse marker

Just is being used more and more frequently over time, however more research is focussed on *like* than *just* (Tagliamonte 2005:1904). Very often the use of *just* does not seem to be anything more than its standard use, either as an adjective, meaning “right” or “lawful” for example “he gave a **just** response”, or as an adverb referring to a period of time for example “I was **just** there” or meaning “only” as in “she was **just** a child when she became famous”. However, taking a closer look at the context in which *just* occurs leads to the realisation that *just* is being used in more complex ways than only the standard use (Tagliamonte 2005:1904). Aijmer (2002:153) explains that *just* is most often used in speech and, depending on the context, holds the function of a subjunctive or interpersonal particle. There have been a number of suggestions on how to analyse *just*, with results ranging from *just* functioning as a hedge, a mitigator, a strategy for modifying illocutionary force, and a means of indicating positive or negative politeness (Aijmer 2002:154).

Aijmer (2002:156) created her own corpus of informal conversational data in which there were 604 tokens of *just*, 70% of which were emphatic particles used for either emphasis or planning. An example of the planning function of *just* is given in the sentence “we’re *just* they’re *just* bringing the IRA in” (Aijmer 2002:156). When *just* is used as an emphasiser, it occurs in “expressive contexts with intensifying meaning”, such as in the example “which was *just* frightful” (Aijmer 2002:156). *Just* can be described through a number of paraphrases and can be subdivided into four functions: as a particulariser, which can be paraphrased as “exactly”, conveying temporal meaning, “only just” or “just about”, and as an emphatic, which encompasses a number of paraphrases such as “simply”, “absolutely”, “only”, or “merely” (Aijmer 2002:157). The last function is the planning function, illustrated above. Although *just* performs a large number of functions, they often occur simultaneously as a result of the context of the utterance (Aijmer 2002:158).

While *just* often functions as a minimiser, it also has an intensifying function (Beeching 2017:467). Erman (1997:107) found that *just*, as it occurs in adolescent speech, “is predominantly used as an upgrader, through which the speaker maximizes the effect of a particular speech act, thereby refuting any objection to it”. *Just* can be used either to intensify

as in the phrase “*just* terrible” or downplay as in “*just* a little” (Beeching 2017:467). These two functions stem from the two paths that the adverbial form of *just* may take: a more specific path with the meaning “more than exact” or a restrictive path meaning “less than exact” (Beeching 2017:467). Previous research on *just* by Erman (1997) and Aijmer (2002) found that *just* is most commonly used as an upgrader in adolescent speech however, this may have been a result of external influences as the corpora used in both studies were based in London (Beeching 2017:468). This may have been influenced by the speakers of the corpus, as both studies made use of London based corpora. Beeching (2017:467) worked with the UWE Role-Play Corpus and found that the adverbial *just* mostly held a restrictive function meaning “merely” or “only” for example “**just** a little” while the majority of discourse marker usage of *just* held a minimising function, for example “I **just** wanted to ask a question”. In a match-guise test run by Beeching (2017), younger participants interpreted *just* to have a downtoning function in an utterance making it more polite and friendly as opposed to older participants who understood the use of *just* to be an upgrader and therefore more aggressive. Beeching (2017:468) found that the discourse marker *just* is used most commonly by females between the ages of 15 and 24, and functions as mitigator. The fact that *just* was seen to have a downtoning function, and that it is used most frequently by females, indicates the possibility that *just* is still undergoing pragmaticalisation, or grammaticalisation, and that there may still be some semantic change (Beeching 2017:468).

2.4.1. *Just* and collocations

Just, when it functions as an intensifier, is often found along with hedges or other particles, for example, “*just* sort of” (Aijmer 2002:161). The marker can also be found collocating with ‘extreme’ verbs and adjectives where it acts as a maximiser in order to boost an already high emotion. This can be used to either indicate a very strong emotion, or show that the current situation is not considered normal, as indicated in the example “the decorations are *just* appalling” (Aijmer 2002:164). When *just* occurs before an extreme verb, it can be indicative of exaggeration and can also be paired with non-extreme adjectives in order to create an in-group identity (Aijmer 2002:165). Overall, *just* is used to mark “excess or extremes” and is used to convey politeness and save face (Aijmer 2002:168).

2.5 Tagliamonte (2005)

I will be modelling my study on a previous study by Tagliamonte (2005), which focuses on a few discourse markers and intensifiers used in Canadian English. I have chosen this study as

there are in some ways similarities in the context of bilingual Canada and multilingual South Africa that indicate there may be similarities in the way discourse markers *like* and *just* have developed in South Africa. Tagliamonte notes that the “younger generation” is responsible for a lot of variation in language. While “young people” is a term often used in the field of language change, Tagliamonte (2005:1897) questions the age to which this refers. She observes that the majority of the research that has been done includes participants from the age of 15 up, which means that there is a lack of data from the ages of 10 to 14 years old. Tagliamonte stresses that the first stages of variation may in fact be adopted by this younger age group (Tagliamonte 2005:1897).

Tagliamonte (2005:1898) makes use of sociolinguistic variation theory, but alters the methodology slightly to include discourse markers as part of the theory. The study focuses on ‘new’ features of English in Canada which are said to be increasing in adolescent speech and the study therefore focuses on a younger participant group (Tagliamonte 2005:1898). The study makes use of a corpus incorporating speech from 26 participants between the ages of 10-20, who live, and were born, in the city of Toronto (Tagliamonte 2005:1898). The participants were the friends and family of the interviewers, a team made up of second-year students in the Research Opportunities Program (ROP) at the University of Toronto. This meant that the interviewers were members of the community that they were researching, which was particularly useful in ensuring that the type of language used in the interviews was not influenced by an interviewer who was not an in-group member and did not understand the language used or made the participants feel uncomfortable (Tagliamonte 2005:1899). The participants were divided into groups based on the school grades in Canada, primary school (grades 1-5), middle school (grades 6-8), and high school (grades 9-12). The students interviewed participants for approximately one hour and recorded the conversation through a tape-recorder (Tagliamonte 2005:1899). The interviews were informal and involved topics such as school activities, sports and friends. Tagliamonte’s (2005) study examined the discourse markers *like* and *just* as well as the intensifiers *really*, *very*, and *so*. The current study will only focus on the two discourse markers.

2.5.1. *Like*

Amongst all the discourse markers Tagliamonte was looking at, *like* occurred most often, occurring 9739 times in the corpus of about 20 000 words, often appearing more than once in a single sentence as per the example “*like* I know when *like* whenever I start *like* going-

buying my own clothes or whatever” (Tagliamonte 2005:1900). Tagliamonte notes that the syntactic distribution of *like* has been debated, some saying that its occurrence is bound by syntactic rules, others saying that it can be placed anywhere in a sentence (Tagliamonte 2005:1901). During the analysis of the data, however, it was discovered that *like*, at least in terms of Canadian English, is not merely a ‘space-filler’ and is rule-governed. It seems that most of the tokens of *like* are found in only three syntactic positions (Tagliamonte 2005:1901). The majority occurred before a noun phrase [_NP], second most frequent was before a sentence [_S], and third most frequent before a verb [_VP] (Tagliamonte 2005:1901-1902). As illustrated in the figure below, *like* is not evenly distributed across sentence structure (Tagliamonte 2005:1902).

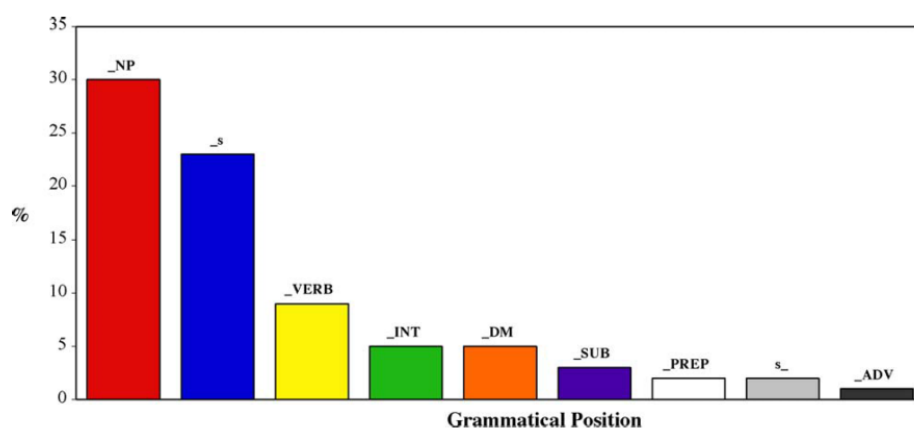


Figure 1: Frequency of *like* tokens by following grammatical category (Tagliamonte 2005:1902)

Tagliamonte also looked into the distribution of *like* across age groups. The data revealed that the female participants use *like* more frequently than the male participants (Tagliamonte 2005:1903). Tagliamonte did not include a detailed comparison between age and gender for *like*.

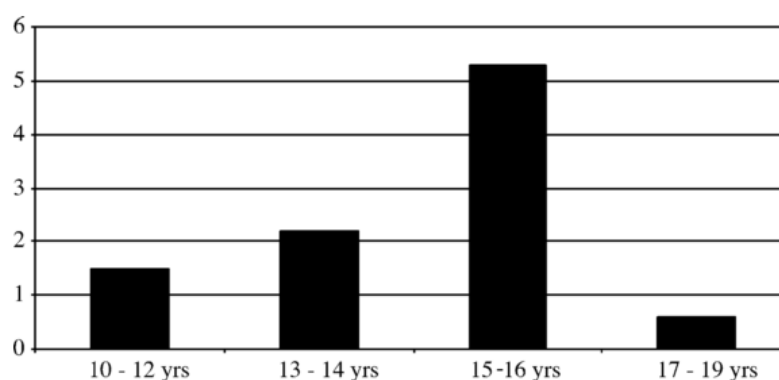


Figure 2: Frequency of *like* across age groups (Tagliamonte 2005:1903)

The above figure shows that *like* is most commonly used by the 15-16 age group, but that the word seems to be introduced at primary school level, grow to reach a peak in high school and then drop after the age of 18 (Tagliamonte 2005:1904). This is considered to be an example of “age-grading”, which refers to language that is used only at a certain time of life, rather than a new variation that is then adopted by other generations as a result of language change (Tagliamonte 2005:1904).

2.5.2. *Just*

Tagliamonte notes that *just* is another common discourse marker used in the speech of Canadian youth, occurring 1738 times in the $\pm 20\,000$ word corpus, but despite this, it has not received the same attention as *like* in the media or academic research (Tagliamonte 2005:1904). It has started to show a deviation from its standard form where it is used as an adverb meaning “simply” or “only” (Tagliamonte 2005:1904). The discourse marker *just* abides by structural rules, as does *like*. The graph below shows that the most tokens of *just* (46% of instances) occurred before a verb, for example “I *just* **know** that an older sister would be awful” (Tagliamonte 2005:1905).

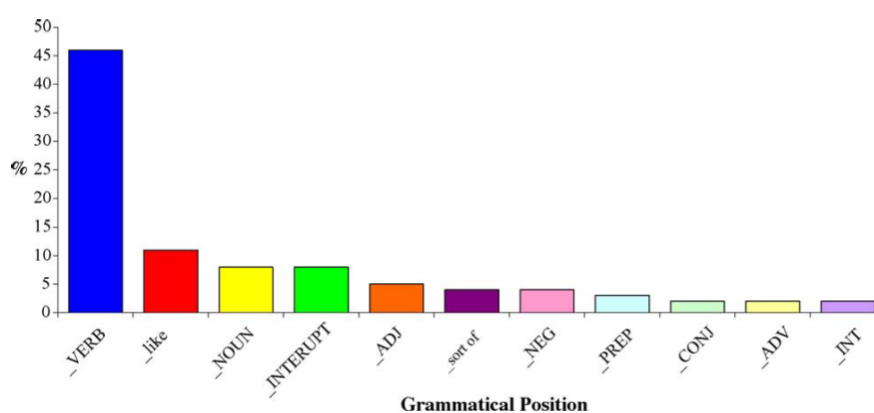


Figure 3: Frequency of *just* tokens by following grammatical category (Tagliamonte 2005:1905)

The data also showed that *just* is used most by the 17-19 year age group and that it differs from *like* in the sense that it is not age-graded, but increases in use from the youngest speakers to the oldest (Tagliamonte 2005:1906). This is a distinct sign of the language changing and is illustrated in Figure 4 below.

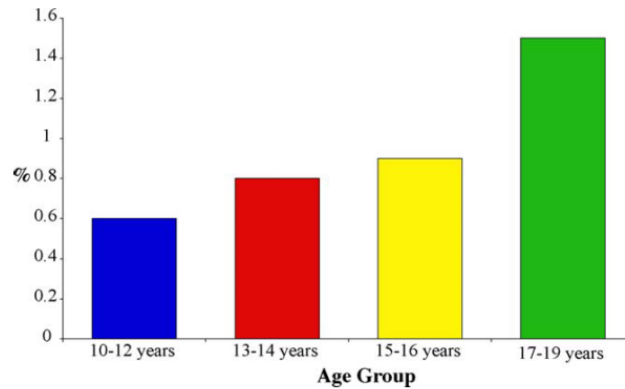


Figure 4: Frequency of *just* across age groups (Tagliamonte 2005:1905)

Figure 5 below shows that females once again use the discourse marker more often, which is also characteristic of language change, however this pattern changes in the older participants where males start using *just* more indicating that the use of *just* across age groups is not necessarily typical of ongoing change (Tagliamonte 2005:1906).

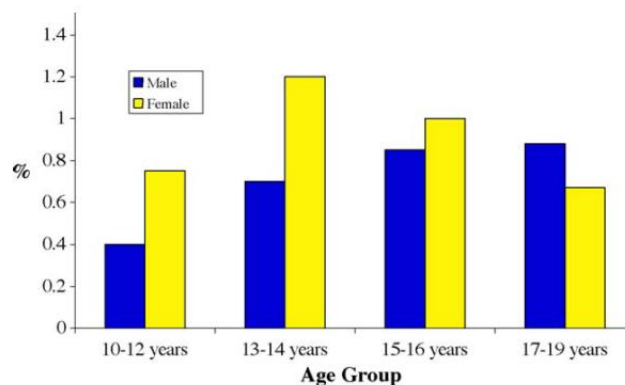


Figure 5: Distribution of *just* across sex and age groups (Tagliamonte 2005:1906)

2.6 Conclusion

In this chapter I have discussed Fraser's (1999) four categories of pragmatic markers, the basic pragmatic marker, commentary pragmatic marker, parallel pragmatic marker, and the discourse marker. Discourse markers were discussed in more detail and their function, to hold a relationship of either elaboration, contrast, inference, or temporality between two segments, was elaborated on.

A brief overview of Tagliamonte's (2005) methodology was provided and the results of the study discussed. *Like* occurred the most frequently of all the features studied, occurring

mostly before a noun phrase and used mostly by females. The use of *like* started in the 10-12 age group and peaked at 15-16. *Just*, while not as common as *like*, was also used frequently. *Just* occurred mostly before a verb and the usage increased from the youngest age group to the oldest with the peak in the 17-19 age group. *Just* was also most frequently used by females in each age group.

There was also a detailed discussion of *like* which showed that the discourse marker is not a “meaningless interjection” (Andersen 2001:216) but rather functions to indicate either a quotation, approximation, discourse link, hesitation, or exemplification. *Like* is a sign that the intended meaning of an utterance is not an exact representation of the words spoken. The marker also frequently occurs in two collocations, *it’s like* and *BE like*.

The functions of *just* were explained in the final section. *Just* has been described as having four main functions: as a particulariser, as an emphasiser, to have a planning function, and to convey temporal meaning. It is noted to have a minimising function but is also known to act as an intensifier and a downtoner. *Just* appears in a variety of collocations when functioning as an intensifier.

The following chapter will detail how the data was collected and transcribed and explain the method used for data analysis.

Chapter Three

Methodology

3.1. Introduction

This chapter details the research methodology of the study. A short discussion of corpus linguistics is provided, including a brief description of the design of the corpus used for this study. This is followed by a detailed discussion of the methodology used in the study. The discussion begins by describing the participants and then moves on to the data collection, transcription, and analysis procedures. Finally, the conditions for ethical clearance are explained.

3.2. Corpus Linguistics

A corpus is a “large bod[y] of naturally occurring language data” (Baker 2006:1) that can be used, along with various methods of analysis, as a means to learn more about the language that is used to create discourse. It was only after the 1980’s that corpora started to make a contribution to linguistics, before this time computers were not readily available to scholars and did not contain the necessary software for corpus analysis (Baker 2006:8). While corpora need not be electronic, they are usually very large, consisting of thousands of words or more, and so the development of certain software and computer programs has made storing and analysing the data much easier (Baker 2006:2; Chapman 2011:187). Stegmeier (2012:96) identified four research perspectives for corpus linguistics. The first is the “computational aspect to corpus linguistics” and has to do with the storage, retrieval, and handling of the data (Stegmeier 2012:97). The second, the “quantitative aspect”, has to do with the statistical knowledge about the language (Stegmeier 2012:96). The third is known as the “quantitative/qualitative aspect” where “linguistic theories and models are tested or set as a framework for corpus analysis” (Stegmeier 2012:98). This combines the statistical and content based data and is the perspective that will be taken in the current study. The final research perspective is the qualitative aspect which focuses on the corpus itself rather than the statistical information that can be gained from it (Stegmeier 2012:99).

Corpus linguistics refers to “the study of language based on examples of real life language use” (McEnery and Wilson 1996:1), which can be done by any linguist who uses corpora to analyse discourse. A specialist who studies these “large collections of naturally occurring language use” is known as a corpus linguist (Chapman 2011:187). A corpus can be made up

of spoken or written data, depending on the topic of the study. Corpora can be compiled in a number of ways and can include spoken language, movie scripts, plays, textbooks, and more (Baker 2006:6). Corpora can contain a variety of information other than the language itself. Often, a corpus will include extra linguistic information such as the part of speech of a word, it can also show the age or gender of the speaker (in spoken corpora) as well as any other features that are relevant to the study (Baker 2006:2). Corpus linguistics is considered to be a “cross-disciplinary field” (Baker 2006:6), with corpora being used for a variety of reasons including the analysis of language use based on gender, the use of various pragmatic markers, and the analysis of speech acts (Baker 2006:6; Chapman 2011:187-188).

While corpus linguistics is a convenient way to analyse discourse, there are a number of weaknesses that need to be taken into consideration. One such issue is that of data analysis. The analysis of the corpus is left to the researcher who is in turn the one who determines the interpretations of the data (Baker 2006:18). This means that the interpretation will always carry some bias and it is therefore inevitable that it will be challenged. While measures can be put in place to reduce bias, it cannot be removed completely (Baker 2006:18). The data making up the corpus is often out of context and does not show the ideologies and background information regarding the production of the texts or spoken data, this means that the researcher is basing their interpretation off information that is not explicit in the text, which could result in further bias (Baker 2006:18). Another possible weakness is that corpus data is restricted to the “verbal domain” (Baker 2006:17). While a corpus can be used to accurately describe written or spoken language, it cannot successfully depict non-verbal cues and therefore cannot be used for research into the relationship between verbal and non-verbal language (Baker 2006:17).

Despite these considerations, corpus linguistics remains an efficient way of analysing discourse. Using a corpus to learn more about a linguistic phenomenon “provides an alternative to intuition” as it can be used as a means of testing said intuition as well as a way to generate further theories about the topic (Paltridge and Phakiti 2015:343). Using a corpus allows the researcher to gauge the association of the linguistic item in question with other linguistic items and other “collocational patterns” (Paltridge and Phakiti 2015:343). For these reasons, corpus analysis was chosen as the means for analysing the discourse markers in this study to determine their functions and meanings.

For this study I created my own corpus of spoken language. The corpus consists of the transcribed data from various conversational interviews, described in the following sections. The total corpus consists of 22896 words.

3.3. Participants

The methodology of this study follows that of Tagliamonte (2005). I interviewed 17 participants in order to create a corpus of conversational South African English. The aim was to have 24 participants, four males and four females in each age group but due to time constraints I was only able to interview 17. In Tagliamonte's (2005) study, a selection of postgraduate students interviewed friends and family to obtain informal conversational material, resulting in 26 participants overall. In this study, there were a total of 17 participants, nine female and eight male. The participants were grouped by age with five participants in the 12-14 group, all of whom were female; eight participants made up the 15-18 group, six were male and two were female; the 19-21 age group consisted of four participants, two male and two female. The participants were recruited on the basis that they spoke South African English as a first language. None of the participants were fluently bilingual although most of them had learnt or were learning Afrikaans at school. The participants all resided in and around the Western Cape. The younger participants (12-18) all attended schools in Cape Town and the 19 to 21 year old participants attended either Stellenbosch University or the University of Cape Town. The participants were approached through social networks, relying on family and friends to suggest possible participants. I then contacted each participant or their parent, depending on their age, for consent.

3.4. Data collection and interview procedure

The data was collected through conversational interviews that each lasted approximately 20 minutes. A set of 24 questions were prepared for participants aging between 12 and 18. A different set of 19 questions were prepared for the 19-21 age group. These questions were semi-structured and the number of questions asked varied depending on how much the participant talked. The two different sets of questions were not necessarily designated for the specific age groups, questions from both the 12-18 set and the 19-21 set could be asked to any of the participants, depending on their level of maturity and how much they talked. In order to make the participants feel more comfortable during the interview, I provided background information about myself and provided the participant with the opportunity to ask any questions they may have had. The questions were asked in a conversational manner

to encourage the participant to speak naturally. The questions also covered a number of topics, so that the participant could reflect on past experiences, offer opinions, and think about the future in order to capture the different uses of *like* and *just*. Each interview was first recorded and then transcribed. The first five minutes of each interview was not transcribed so as to allow the participant time to become comfortable with their environment. After each participant had completed their interview, the data from the background questionnaire was captured. This data included the age of the participant, their gender, and their first and second languages (if applicable). Each participant was assigned a number randomly from one to 17 which was used to identify their information while maintaining their anonymity.

3.5. Transcription process

The recordings were stored on a password protected hard drive, each recording labelled with the corresponding participant number. The transcription of these recordings was necessary in order to successfully analyse the data and so the recordings were transcribed using two transcription methods. The first was a speech-recognition program, known as Voice Typing, which is made accessible to the public by Google on the free Web-based application Google Docs. This software does not transcribe already recorded material and so the researcher had to listen to and repeat each participant's interview. Although Voice Typing made the transcription process far quicker and easier, it was not a flawless solution. The researcher then had to go over the written data and correct errors and fill in time markers and capture important linguistic and non-linguistic features. The method for transcribing these features was designed by the researcher. Each section of the participant's speech, that occurred between the interviewer's speech, became an entry in the transcription unless the section of speech was made up of more than 110 words, in which case the entry was split in half. The entry was split in half as it was easier to read and analyse in shorter paragraphs. Non-linguistic features were indicated in brackets and these included pauses, for example, (6) indicates a pause of six seconds, (laugh) indicates that the participant laughed, and parts of the utterance that were unidentifiable were indicated as (inaudible). Each entry was identified by a time stamp as shown below. If more than one participant took part in an interview their participant number was included after the time stamp.

- (1) 18:37: That's so cool (laugh) I'm not sure what I would do
- (2) 6:36 P15: Good thing you weren't (inaudible)

3.6. Analysing the data

As the first step of the data analysis, I determined which of the tokens of *like* and *just* were discourse markers and which were non-discourse markers. For this I used Fraser's typology, discussed in section 2.2, and followed the five criteria for determining a discourse marker. First, the discourse marker had to have meaning and hold the relationship between two segments. Then the marker was determined to be a lexical expression, be attached to two continuous segments, and convey a complete message. The marker would usually occur between two segments but may be segment initial if the structure allowed it and show one of the four relationships mentioned (Fraser 2006:191-2).

Once the discourse markers were identified, I determined the functions of each of the tokens. I used the functions given by Andersen (2000) as a guideline for finding the functions of *like* and those of Beeching (2017) as a guideline for finding the functions of *just*. This was a subjective analysis as I used sentence structure and tone along with the context and inferences that I gained insight to as the interviewer in order to determine a suitable function. While this was mostly successful, some markers were more difficult to place, in which case the tone of the utterance became the dominant factor in the decision-making process.

Finally, I used Tagliamonte's (2005) study as a guideline for determining the structural placement of *like* and *just*. I used the part of speech that occurred directly after each discourse marker to determine the marker's structural placement.

3.7. Ethical procedure

I applied and was granted ethical clearance by Stellenbosch University to conduct this research, see appendix A, B, C and D for the ethical clearance letter and templates of the consent and assent forms signed by the participants. The participant was asked to complete a consent form, or in the case of the participant being under the age of 14, the participant signed an assent form and a parent or guardian signed a consent form allowing them to participate in the research. Each participant also completed a short background questionnaire (see Appendix E) that included information about their age, first and second languages, gender, and nationality. The participant could not be made aware of the purpose of the study until after the interview was complete so as not to bias the data. The participants were told that the research would be looking at certain aspects of conversational narrative and that they would be informed about the true purpose of the study once the interview was complete.

3.8. Conclusion

In this chapter I discussed the nature of corpus linguistics and identified the four perspectives that can be taken when using corpora in research: the computational perspective, quantitative perspective, quantitative and qualitative perspective, and the qualitative perspective. The chapter also included detailed descriptions of the participants in the study, how the data was collected, transcribed and analysed, as well as some insight into how the corpus was created.

Chapter Four

Presentation of data

4.1. Introduction

In this chapter, the results of the data analysis will be presented. The chapter is split into two sections, the first focusing on *like* and the second on *just*. The two discourse markers will be discussed in terms of their function and structural placement as well as the collocations in which they occur. The frequency of use of each of the markers is also discussed.

4.2. Functional analysis of *like*

The functional analysis of *like* is based on the functions identified by Andersen (2001:210). Each token of *like* in the data was determined to be a discourse marker using Fraser's (1999) classification, as discussed in chapter three. The discourse markers were then analysed according to function, in terms of the categories of approximator, hesitation, quotation, discourse link, and exemplifier. The markers were analysed by studying the transcribed data, but taking into consideration the vocal cues, pauses, and changes in tone that can be heard in the recorded data. *Like* appeared in the data 874 times and was identified as a discourse marker 758 times. Of these 758 tokens of *like*, 735 were identified as falling into one of the five categories mentioned above. Of these, 32% functioned as markers of hesitation, 30% functioned as markers of approximation, 15% had a discourse linking function, 11% were exemplification markers, and 10% marked a quotation. Three tokens were not analysed for function as they occurred before an utterance that was not audible and therefore it was not possible to determine the function of *like* in these instances. Thirteen tokens were not analysed for function as they occurred in the collocations *stuff like that* and *something like that*, which will be discussed in more detail in section 4.2.6.

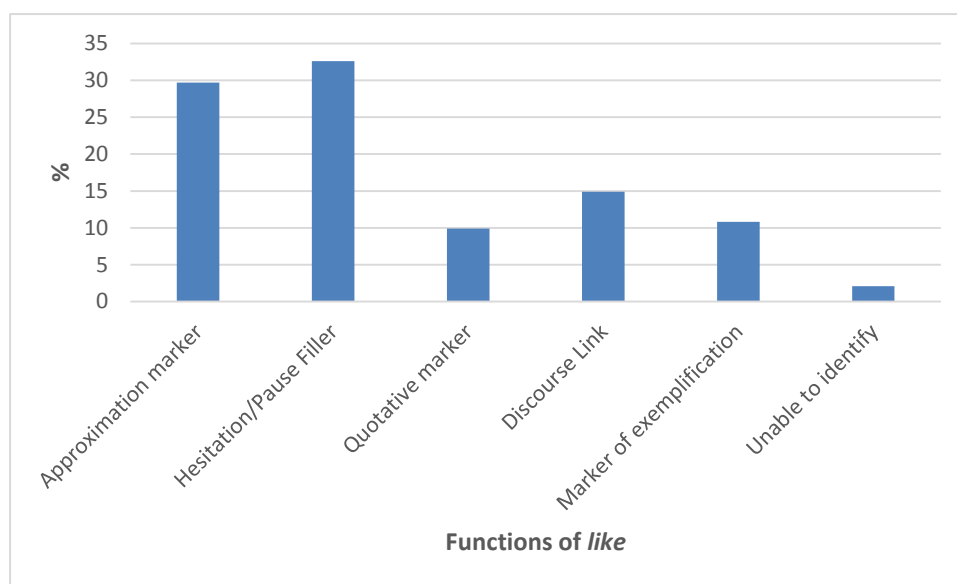


Figure 6: Functional distribution of *like*

4.2.1. Hesitation/Pause Filler

The hesitational device was the most frequently used function of *like* in the data. The results have been split into two categories, “hesitation marker” and “pause filler”. The first hesitational device that *like* performs is the pause filler function. These indicate the point at which the speaker pauses either for word finding or sentence planning purposes. The pause filler function occurred most commonly, making up 239 of the tokens of *like* functioning as a hesitational device. This pause filler function is demonstrated in examples (1-2) below:

- (1) But I *just* I’ve seen *like* from that as well *like* how you can *like* do anything basically... (P2 5:17)
- (2) It’s *like like* cool to see how it actually *like* is there... (P9 11:28)

All three of the above examples use *like* to indicate a pause while the speaker either thinks about what they are going to say next or formulates the next part of the sentence. In example (2), the *like* is followed by another marker of hesitation “*like*”, indicating more of a delay and allowing more time for the speaker to think of a suitable adjective (“cool”) to describe how they felt about seeing a particular place.

These markers do not change the semantic meaning of the sentence and were identified by removing the *like* from the sentence and then making sure the meaning of the sentence did not change.

The second is what Tagliamonte (2005:1901) refers to as a “space filler”, which is a term commonly used to describe the *like* that is used when the person seems to have nothing else to say. This is also called a “terminated utterance”, and shows that the speaker will not be continuing the utterance (Andersen 2001:269). This function is not very common and only occurred eight times out of the 758 tokens of *like*. Below are examples of *like* functioning as a hesitation marker:

- (3) Doctor Strange did it with nobody knowing because he *just* reset time every time it’s *like*... (P12 12:50)
- (4) I always thought it was most useful during the exams so you can go copy the smart kids you’d be *like*... (P14 23:30)
- (5) I have no idea it would be quite boring ‘cause there’d be no one *like*... (P3 20:45)

In each of these examples, the speaker terminates the sentence either because they had nothing more to add or because they were interrupted.

4.2.2. Approximator

The function of an approximator is to signal that there is a difference between what the speaker intends to say and what the words that are actually spoken mean. This was the second most frequent function of *like* that appeared in the data, occurring 225 times.

In example (6) below, the speaker notes that making a wish when blowing out the candles on her birthday is something very important to her, referring to it as “my biggest thing”. The *like* that occurs before the “my biggest thing” indicates that, while it is something very important to her, the level of importance is exaggerated.

- (6) I know it’s *like* my biggest thing *like* in my birthday you know when you make a wish you on your candles yeah that was always mine (P1 11:31)
- (7) If you watch Avengers Infinity War you have to wait another *like* four years for the next one to come out... (P4 11:22)
- (8) Her and I we were *like* besties on that whole trip... (P17 5:24)

In example (7), the participant is explaining his frustration at having to wait a long time for the next movie in the series to come out. The *like* indicates that the “four years” it would take for the movie to come out is not an exact representation of the time he would have to wait. While he wants to emphasise that he will have to wait a very long time, he does not know

exactly how long that will be and therefore gives an approximate value. Similarly, the *like* in example (8) shows that the two girls were very close on the trip but that they were not actually best friends.

4.2.3. Discourse Link

The discourse link *like* is used to connect various discourse elements, occurring 113 times in the data. This includes the linking of two sentences, as in (9) where the second *like* connects two full sentences. The *like* in this utterance connects the second segment “you need to be challenged on certain things...” to the first segment “the kind of subjects that annoy you or upset you are probably things you need to hear” by elaborating on it and explaining why they believe it is important for people to take subjects that upset them and why they are things that they need to hear.

- (9) *Like* the kind of subjects that annoy you or upset you are probably things you need to hear *like* you need to be challenged on certain things for you to grow... (P15 20:15)

Discourse links can also be used in conjunction with false starts, as shown in (10) and self-corrections, as illustrated in (11). The speaker begins the utterance with “everything” (“everyth-”) in example (10) but the *like* that occurs directly after the word indicates that the speaker has re-evaluated what they were going to say and now will start over. Example (11) shows that the speaker realised that the words they were using did not convey their intended meaning and used the marker *like* to pause the incorrect sentence and insert the corrected version “it’s more controlled” in the second segment.

- (10) Everyth- *like* there’s a lot to do... (P11 10:30)
 (11) And you want to get rid of all the contr- *like* it’s more controlled... (P15 29:31)

As a discourse link, *like* may also be used to change the topic of the sentence or the direction in which the sentence is heading, as shown in example (12).

- (12) So I thought that was really cool and also it *like* you get a lot of chain breaks quite it’s quite common... (P12 10:14)

4.2.4. Marker of exemplification

There were 82 tokens of the exemplifier *like* in the data. These discourse markers indicate that what follows is an example of what could possibly be a much more extensive category.

(13) I would be uh *like* a surgeon ‘cause then they’re asleep or *like* an anaesthetist... (P3 13:30)

(14) I mainly play uh RPG games *like* The Witcher and Skyrim... (P13 8:30)

(15) We’re *like* marking off everywhere we been in South Africa *like* road trips and stuff... (P3 15:18)

Like as it is used in example (13) indicates that “surgeon” and “anaesthetist” are examples of the wider group of medical professions. The same holds in example (14), *like* indicates that “The Witcher” and “Skyrim” are examples of role playing games (RPG). The “road trips” referred to in (15) are an example of the types of holidays that the participant takes. It is identifiable as an example of a holiday rather than the only type trip the family takes by the use of the exemplifier *like*.

4.2.5. Quotation marker

Like functions as a quotation marker when it signals that the utterance is made up of a quote by the speaker themselves, as in (16), by someone else, as in (17) or a thought, as in (18). There were 75 tokens of *like* as a quotative marker in the data. Example (16) includes a quote of something the speaker once said: “no please”. The *like* indicates that this is not a direct quote and that the speaker is paraphrasing something she said to her mother in the past. In example (17), the speaker uses *like* to show that they are quoting something someone else had said: “they were *just like*”. This also indicates that what is said is not a direct quote. The final example (18) includes a story that the participant was telling in which he quotes something he was thinking at the time, “ok who you calling”. The *like* here indicates that this is something he was thinking at the time and is now quoting it if it were something he said. He is also using *like* to indicate that it may not be an exact representation of the thought he had at the time.

(16) Yeah oh my gosh that's how my mom had to tell me *like* go practice guitar I was *like* no please (P9 8:01)

(17) We *just* didn’t do it and they were *just like* nah it’s cool... (P12 9:04)

(18) I’m going to be held hostage in this house no no now she’s calling someone and I was *like* ok who you calling eventually the phone gets passed to me (P16 17:11)

Quotation markers can also be used multiple times within a sentence to indicate the retelling of a conversation. The example below in (19) describes two conversations, one between the participant and her parents, and the other between the participant and people at her school.

The first *like* indicates that the following segment is quoting her parents as it is preceded by “my parents”. The third *like* shows that the next quote is that of someone else, referring to the “people” that came before it. The last *like*, preceded by “I’m”, refers to the segment “no”, where she was quoting herself.

- (19) My parents are *like* you can’t get it and I’m *like* I’m not saying anything against that because I don’t want actually want it and people are *like* you come guys get it but I’m *like* no... (P2 17:27)

4.2.6. Collocational units

Collocational units are not a focus of the current study but it is necessary to acknowledge that the function of the discourse markers in these expressions may differ to how they would when they occur in isolation. *Like* has been seen to appear in various collocational expressions, specifically *it’s like* and *BE like* (Andersen 2001:210). Of the 758 tokens of *like*, *BE like*, as illustrated in (20) and (21), occurred 99 times and *it’s like*, as illustrated in (22), occurred 50 times.

- (20) People will *be like* I’m not going to use this... (P12 14:25)
 (21) It was this German woman she *was like* not having any of it... (P16 7:49)
 (22) ‘Cause when you’re not playing it *it’s like* so fun to watch... (P4 17:45)

The following collocations also appeared in the data:

- (23) I know they think they look cool or *something like that*... (P9 18:57)
 (24) When you have to wait for the waiter and he doesn’t do things right and messes up your order and *stuff like that*... (P17 18:26)
 (25) Then you’ll dream about your friends or something so I have *things like that*... (P6 14:19)
 (26) That’s the only *kind of like* flying dream I’ve had... (P5 11:43)
 (27) You can *just like* leave the message for *like* an hour... (P1 14:25)

The *like* that appears in the examples (23)-(26) would generally not be considered a discourse marker as it is indicating a similarity, which is the prepositional use of *like*. However, when *like* is collocated with *something* and *that*, for example, it takes on a discourse marker function. The collocation *stuff like that* occurred eight times in the data, *kind of like* seven times, *something like that* five times and *things like that* only once. Example (27) shows a

collocation of both discourse markers *like* and *just*. This collocation occurred 21 times in the data.

4.3. Structural analysis of *like*

As noted above, *like* occurred 758 times in a corpus of 22897 words. The figure below shows the distribution of the grammatical functions of *like*. *Like* occurred most frequently before a noun phrase [_NP], which may consist either of a noun or an indefinite pronoun. This is followed by [_V], *like* occurring before a verb and [_S], *like* occurring before a sentence. The other distributions shown on the graph show that *like* can occur before an adjective [_adj] or an adverb [_adv], before another discourse marker [_DM], before a preposition [_prep], before other instances of *like* [_like] and before an intensifier [_int]. *Like* was also used in a number of circumstances where the utterance trailed off or was followed by another utterance that was not audible through the recording.

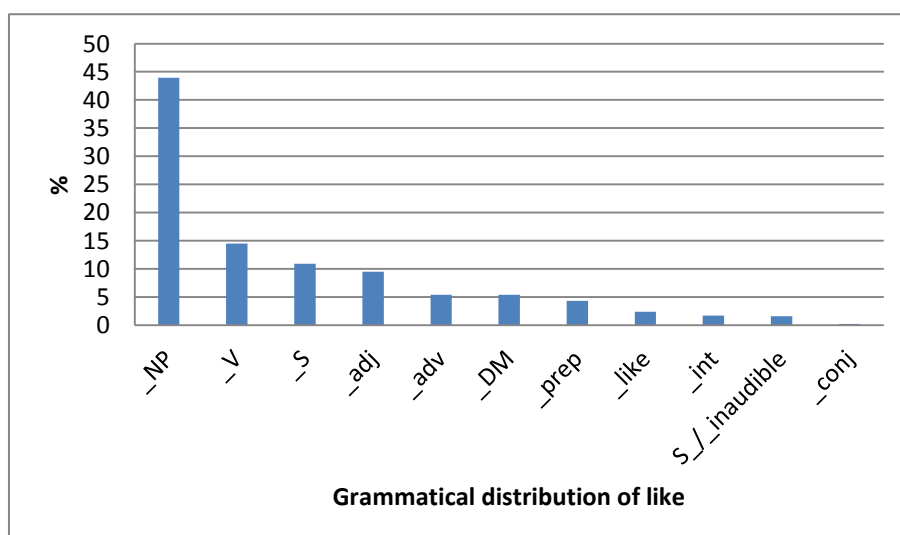


Figure 7: Grammatical distribution of *like*

Like occurred most commonly before a noun phrase (44%, $N=333$) as illustrated by the examples below:

- (28) a. He's *like* a movie producer... (P12 18:36)
- b. It was made on a budget of *like* thirty-six dollars or something... (P14 27:08)
- c. I like watching hockey especially when it's *like like* the World Cup... (P7 9:19)
- d. I do sometimes *like* Whatsapp video call my friends on *like* weekends... (P2 14:45)

Second most frequent was before a verb (14%, $N=110$) as illustrated by the examples in (29).

- (29) a. Yeah I *just* try to *like* write it and read it as many times until it's in my head... (P1 16:44)
- b. If you just Whatsapp *like* Whatsapp someone saying happy birthday and someone actually phones you that's actually what you remember... (P2 15:53)
- c. *Like* on most things you can *like* delete it before they see it... (P9 4:57)
- d. But *like* definitely *like* travel and *like* see new places... (P11 9:05)

Third most frequently, *like* occurred before a sentence (11%, $N=83$) as illustrated in (30).

- (30) a. *Just* randomly *like* how do you even come about staying at a camp for children... (P16 13:12)
- b. Uhm I like doing different things *like* I don't like going to the same place... (P3 15:18)
- c. *Like* I use it to contact some of my friends who they maybe don't have phones or Whatsapp... (P6 22:08)
- d. *Like* the kind of subjects that annoy you or upset you are probably the things you need to hear... (P15 20:15)

4.4. Frequency of *like*

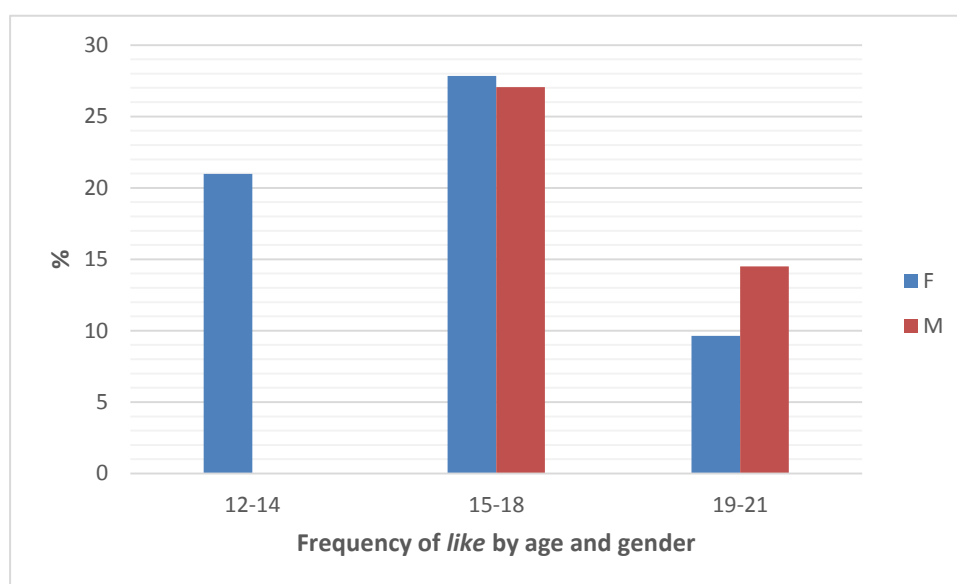


Figure 8: Frequency of *like* by age and gender

Figure 8 above shows the frequency of *like* by age group. *Like* was used most frequently by females between the ages of 15 and 18. There were 416 tokens of *like* in the data from the 15-18 age group, 233 more than the 19-21 age group and constituting 55% of the occurrences of *like*. *Like* was used more by females (63%, $N=480$) than males (37%, $N=278$), especially in the 15-18 age group as can be seen in the graph above. As there were no male participants in the 12-14 age group, it is not possible to determine a general correlation between gender, age, and frequency of use.

4.5. Functional analysis of *just*

The functions of *just* were determined according to the functions identified by Beeching (2017), as discussed in chapter three. Each of the tokens of *just* was first examined in order to determine whether it functions as a discourse marker, using Beeching's (2017) classification, and then analysed. *Just* occurred 221 times in a total of 22897 words, of which 181 performed a discourse marking function. These markers filled the functional categories of: minimiser of assertion, minimiser of reasoning or justification, minimiser of a request, emphasiser, or pause filler. Five tokens of *just* occurred at the end of a sentence or were followed by inaudible spoken material and therefore were not able to be classified. Most

frequently occurring was the function of minimiser of assertion at 49%, this was followed by the emphasiser function (23%), and the pause filler function (16%). Both the minimising functions acting on questions and requests only occurred once each in the data.

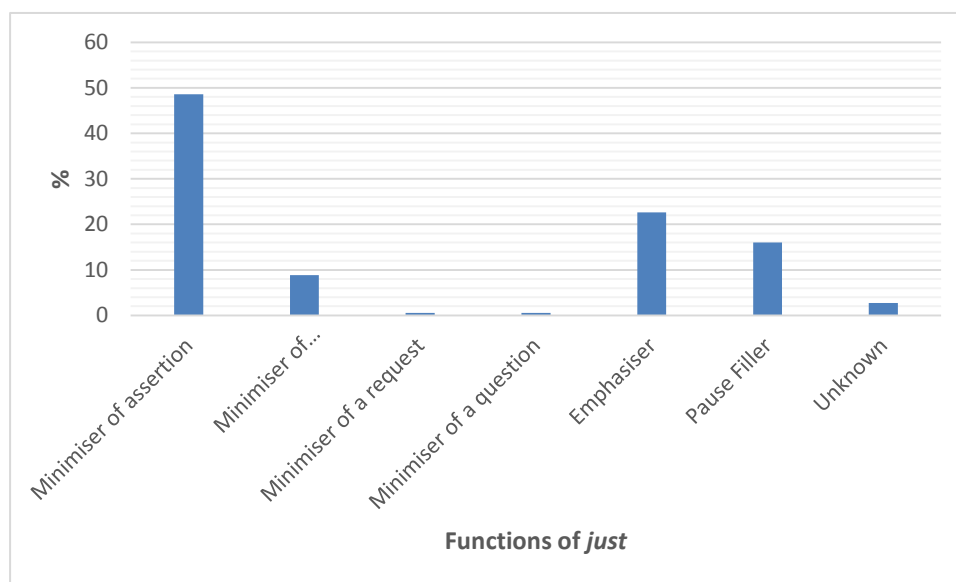


Figure 9: Functional distribution of *just*

4.5.1. Minimiser of assertion

The first function of *just* to be discussed is the one where it minimises the assertion that follows it. This was the most common function of *just* occurring 88 times out of the 181 tokens of *just*. In the first example (31), *just* is minimising her claim that Snapchat is better than Instagram to avoid causing conflict with a conversation partner who may feel differently about the social media platforms.

(31) I *just* find Snapchat better than Instagram... (P1 12:46)

4.5.2. Minimiser of reasoning or justification

Another minimising function is one where *just* is used to mitigate the person's opinion when giving a reason or justifying an opinion. In example (32), the speaker is using the marker *just* to provide an explanation, that they were used to having an en suite bathroom, for the reason that they did not have a good stay in Switzerland. This has a minimising function as the speakers opinion of the hotel was low but they realise that their opinion may offend someone who did not have the same experience.

- (32) The only *like* sort of horrible stay we had was when we were in Switzerland but it wasn't that bad uhm it was *just* that we had to we were used to having an en suite bathroom... (P17 12:35)

4.5.3. Minimiser of a request and minimiser of a question

The function of *just* as minimising requests and questions was not very commonly used in the data as these functions occur more often in conjunction with speech acts, none of which occurred in the interviews as they were made up of narrative conversations. Example (33) indicates a minimiser of a question “randomly” where the participant paused his narrative in order to ask the interviewer a question. While this does not make sense without the context of the recording, it can be seen to minimise the possible judgement that may come across in the abrupt delivery of the question. The second example, (34) does not relate to the actual act of asking the question but is used to explain to the interviewer that the act of asking someone else for information will not be an inconvenience on the other person, thus minimising the effect of asking a question.

- (33) *Just* randomly... (P16 13:12)

- (34) Then I'll *just* ask someone else to tell me what's going on... (P3 17:07)

4.5.4. Emphasiser

In contrast to the minimising function of *just*, this element can also be used to emphasise what comes next in an utterance. The *just* in example (35) is followed by an intensifier “so”, both of which are emphasising the participant's struggle to hold a conversation on social media.

- (35) I can never carry on a conversation on social media it's *just* so hard to do... (P4 5:35)

- (36) You always had to *just* rote learn and then spit up the textbook... (P6 18:57)

- (37) *Just* not cricket... (P10 9:15)

In example (36), the participant is emphasising how certain subjects at school require her to memorise the work and produce that same content in the test when she would rather apply the information she had learnt in a more practical way. In example (37), the participant is explaining how she would like to be a sports commentator when she is older and is emphasising how she would be happy doing the commentary for any sport other than cricket, as she has a strong dislike for cricket.

4.5.5. Pause filler

The pause filler function of *just* was not mentioned in Beeching's (2017) study but occurred a number of times in the data ($N= 29$). The following examples show how *just* is used as a filler:

(38) He was a peculiar person and that means they're not normal and they're *just like* weird... (P5 18:00)

(39) I was trying to be nice and *just like* nothing was working... (P16 7:49)

In example (38) above, *just* is used to fill the space while the speaker looks for the adjective to best suit the type of people she is describing ("weird"). Example (39) also uses *just* as a pause filler before providing extra information "nothing was working" on the first segment "I was trying to be nice".

4.6. Structural analysis of *just*

As noted above, of the total 22897 words in the corpus, 181 were tokens of the discourse marker *just*. *Just* occurred most frequently before a verb [_V], second most frequently before the discourse marker *like* [_like] and third most frequently before a noun phrase [_NP]. The discourse marker was also found to occur before adjectives, adverbs, intensifiers, prepositions, other discourse markers, and before a sentence. Two tokens of *just* occurred at the end of a sentence or before and inaudible spoken utterance. The following table shows this distribution:

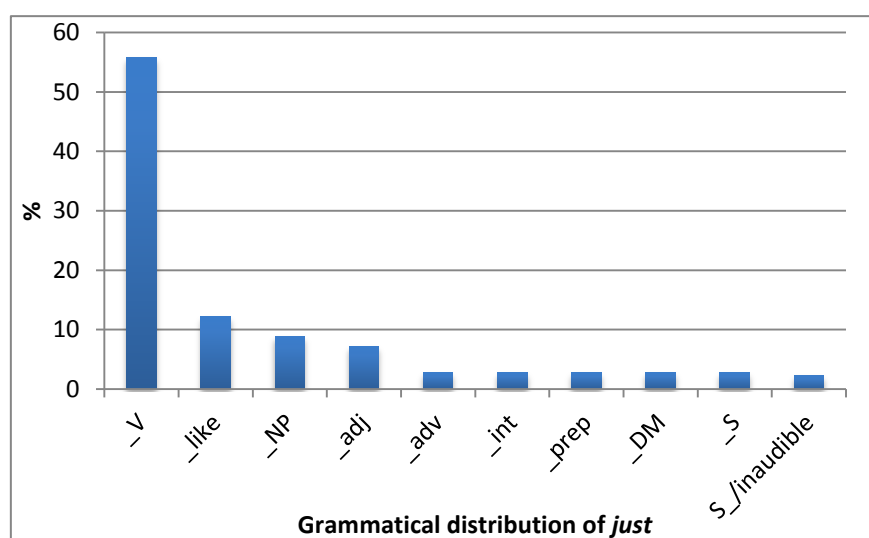


Figure 10: The grammatical distribution of *just*

The most common grammatical placement of *just* is before a verb (56%, $N=101$). This is demonstrated in the following examples:

(40) When you can *just* be *like* be there... (P1 11:12)

(41) I know well fly somewhere close and *just* fly back... (P5 16:27)

(42) I can *just* send it to him... (P12 21:57)

Just was also commonly found before the discourse marker *like* (12%, $N=22$) as shown in examples (43)-(45). The third most frequent placement is before a noun phrase (9% $N=16$), shown in example (51):

(43) I was trying to be nice and *just like* nothing was working... (P16 7:49)

(44) I *just like* don't understand why they do that... (P9 18:57)

(45) There were *just* elephants all around... (P12 7:43)

4.7. Frequency of *just*

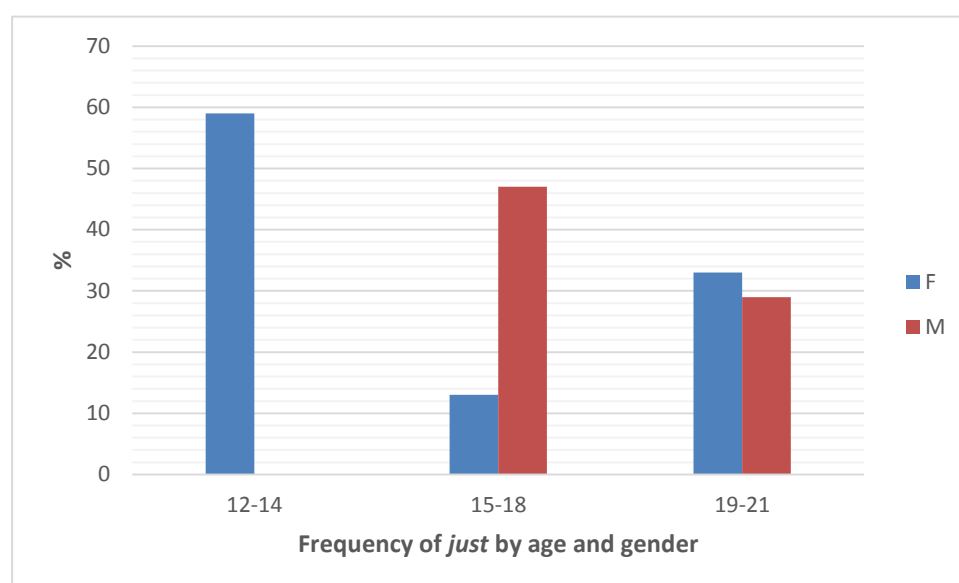


Figure 11: Frequency of *just* by age and gender

Just appeared most frequently in the data of the 19-21 age group (34,3% $N=62$). Although the graph shows an upward trend, there was very little variation between the age groups, in the 12-14 age group *just* occurred 59 times (32,6%) and in the 15-18 group 60 times (33,1%), only two tokens difference from the 19-21 group. Overall *just* was most frequently used by females (58%, $N=105$), while males used *just* 76 times (42%).

4.8. Conclusion

In this chapter, the data from the corpus was presented and analysed. The chapter was made up of two sections, the functional and structural analysis of *like* and the functional and structural analysis of *just*.

Like was found to occur most frequently in the age group 15-18 and was predominantly used by females. The discourse marker was mostly used as a hesitational device either marking the end of a sentence or filling a pause in the middle of a sentence. *Like* was also found to fill the function of approximator with the three functions of discourse link, exemplifier and quotation marker used less frequently but still a significant amount. Collocational expressions using *like* also appeared in the data with *it's like* and *BE like* appearing most along with *stuff like that*, *something like that*, *kind of like*, *things like that* and *just like*.

With regards to the structural placement of *like*, the marker occurred most frequently before a noun phrase, second most frequently before a verb, and third most frequently before a sentence. Other grammatical positions include *like* before an adjective, and adverb, another discourse marker, a preposition, an intensifier. One token of *like* was found before a conjunction. A few tokens of *like* were not able to be analysed as they were found at the end of a sentence or before an inaudible utterance in the recording.

Just occurred 181 times in the total corpus. Of these 181 tokens, the top two uses of *just* were made up of a minimising function and an intensifying function. The majority of the tokens of *just* used in the corpus were intended to minimise an assertion. The next most frequently used function was that of an emphasiser. *Just* was also used to minimise requests, questions, and reasoning as well as acting as a pause filler. *Just* was used most frequently by females between the ages of 19 and 21. The discourse marker was also found in the collocation *just like*. The majority of the tokens of *just* were used by females between the ages of 18 and 21.

The structural analysis of *just* found that the marker occurs most frequently before a verb, second most frequently before *like*, and third most frequently before a noun phrase. As with *like*, *just* can also be found before an adjective, and adverb, an intensifier, a discourse marker, and before a sentence.

Chapter Five

Discussion and Conclusion

5.1. Introduction

The aim of this study has been to determine the functions and distributions of the discourse markers *like* and *just* in South African English. This was done by collecting data through conversational interviews and then analysing the markers for function and distribution. The first section of this chapter will discuss the results of the structural and functional analysis of the marker *like*. The same will be discussed for *just* in the next section. The chapter concludes with a note on limitations of the current study and suggestions for future research.

5.2. Discussion of *like*

Much of the research into the discourse marker *like* aims to prove that *like* is more than a mere pause filler. The results of the current study correspond to the functions of *like* as proposed by Andersen (2001), in which *like* functions as an approximator, exemplifier, pause filler or hesitation, quotation marker, and discourse link. The most common function, however, was that of the pause filler. This may be as a result of the participant group, as the participants were made up of predominantly female adolescents and the result may reflect certain planning difficulties that can be associated with adolescent speech (Andersen 2001:229). This ties in to the second most common function of *like*, by only 2%, which was that of the approximator. The fact that these two functions are most dominant is support of both Andersen and Tagliamonte's findings that show that *like* is used to indicate a looseness of language.

With regards to the grammatical distribution of *like*, there was not much variation between the South African English *like* and the Canadian English *like*. Tagliamonte's (2005) results showed that the three most common placements of *like* in Canadian English were before a noun phrase, before a sentence, and before a verb. In South African English, the results differed only slightly in order, with the top three occurring before a noun phrase, before a verb, and before a sentence. The real difference lies in the frequency of these placements. Where Tagliamonte's most frequent position and second most frequent position only differed by 7%, the same two positions in South African English differed by 30% leaving a large gap between the top two frequent grammatical positions. These structural placements prove that *like* is not a random pause filler and that it definitely adheres to the structure of the language.

As the findings of the two studies are so similar, it is also an indication that the *like* in South African English may be the result of the same borrowing as that of British and Canadian English, where *like* was borrowed from American English (Andersen 2001:216).

According to the data, *like* is most commonly used by females between the ages of 15 and 18. This correlates to Tagliamonte's (2005) study, in which she found that *like* was used most frequently by females between the ages of 15 and 16 and then dropped significantly in the next age group. This points to the use of *like* as being an age-graded term that is used mostly by a certain age group and left behind as the person ages. This is not indicative of ongoing language change, which means that *like* will most likely not be adopted into the language.

5.3. Discussion of *just*

There has been very little research into the discourse marker *just* in all English varieties, and even less research has been dedicated to determining and understanding each of its many functions. It has, however, been identified that *just* does perform a number of functions. Some functions, those minimising additions, questions, suggestions, criticisms, and requests, are predominantly used to minimise face-threatening acts in conversation (Beeching 2017:466). The corpus used in this study is made up of narrative speech and therefore did not contain many speech acts that needed to be mitigated. Despite this, the use of *just* to minimise an assertion was still the most common use of the marker. This reflects Beeching's (2017:467) study, in which her findings show that 129 of the 268 tokens of *just* played a minimising role and only 60 were intensifying. This result has been corroborated by Lindemann and Mauranten (2001:472) and Grant (2011:186), who studied *just* in American English and British and New Zealand English respectively, and both found that minimising or mitigating functions made up the majority of the uses of *just*. Beeching (2017:468) noted that the minimiser *just* was used mostly by adolescent females indicating that the marker may be undergoing linguistic change, becoming more and more common, and therefore the emphasising or intensifying function may "undergoing indexical obsolescence". The results of the current study show that the emphasiser function of *just* is the second most frequent use of the marker but that it occurs half as frequently as the minimiser function.

While many researchers have labelled *just* as a pause filler or hedging device, others have set out to prove that it is more than that (Tagliamonte 2016:153). Tagliamonte (2005:1913) determined that *just* is not "haphazard, random, or indiscriminate" and that its use is restricted by certain syntactic rules. Contrary to the findings of Tagliamonte (2016) and Beeching

(2017), the results of this study show that *just*, while it holds a variety of functions and fills certain grammatical positions, may still be used as a pause filler. While the occurrence of this function was not common in the data (only used 29 times), it was still the third most commonly used function of *just*.

The grammatical distribution of *just* in South African English, is very similar to that described by Tagliamonte (2005:1905) for Canadian English. The results of both the studies show that the three most common placements of *just* occurred before a verb, before *like*, and before a noun phrase. Tagliamonte (2005:1913, 2016:163) suggests that the majority of tokens of *just* occurring before a verb is an indication that the marker is “becoming a meaningful part[s] of the grammar”. This means that *just* may become a verbal marker in the future (Tagliamonte 2005:1913). That *just* occurred before a verb so much more frequently than in any other grammatical position in the data may indicate that *just* in South African English is undergoing the same change, from a discourse marker to a part of the grammar of the language.

This theory is supported by the finding that *just* is most commonly used by females between the ages of 19 and 21. Unlike the distribution of *like*, the use of *just* increases by each age group. This result is “characteristic of ‘real’ change in process” (Tagliamonte 2005:1906) where the use of the discourse marker is slowly spreading from the initiators of language change through to the rest of the community.

5.4. Limitations and suggestions for future research

The time constraints of this project must be taken into consideration when discussing the limitations of this study. The time allocated to data collection and analysis was short compared to similar studies and with more time dedicated to the data collection process, more insight could have been offered on the information available. As the participants were recruited through personal networks, it was not possible to interview large numbers of participants or ensure equal numbers of participants by age and gender. This means that the results are specific to the participants of the study and cannot be generalised to the larger population. Due to the imbalance between the genders, with very few male participants in the younger age group, I was unable to generalise my findings to a broader population. Future studies may take into consideration a larger participant group with equal numbers of male and female participants. With regards to the data itself, the corpus in this study was relatively small and a larger corpus, containing more words, and possibly different genres of spoken

language, would be more reliable and provide a platform to allow for generalisations and future predictions.

Future studies may focus on a wider age range between the participants as a means to determine whether there is evidence of age-grading or ongoing language change in the use of the discourse markers. The markers may also be studied in other varieties of South African English and analysed for similarities and differences that may indicate further language change. Finally, an analysis of collocational units, specifically BE *like*, *it's like*, and *just like*, in South African English could be undertaken and their function and distribution compared to other English varieties.

References

- Aijmer, K. 2002. *English Discourse Particles: Evidence from a Corpus*. John Benjamins Publishing.
- Aijmer, K. 2013. *Understanding pragmatic markers: A variational pragmatic approach*. Edinburgh: Edinburgh University Press.
- Aijmer, K., and Simon-Vandenberg, A. 2009. Pragmatic markers. In *Handbook of Pragmatics* Volume 13. Online: <https://benjamins.com/online/hop/articles/pra4> DOI: 10.1075/hop.13.pra4 (Accessed 01 June 2018).
- Andersen, G. 2000. The role of the pragmatic marker *like* in utterance interpretation. In Andersen, Gisle, and Thorstein, Fretheim (eds). 2000. *Pragmatic Markers and Propositional Attitude*. Amsterdam: John Benjamins Publishing. pp. 17-39.
- Andersen, G. 2001. *Pragmatic Markers and Sociolinguistic Variation*. Amsterdam: John Benjamins Publishing.
- Baker, P. 2006. *Using corpora in discourse analysis*. 1st edition. London: Continuum.
- Bazzanella, C. 1990. Phatic connectives as interactional cues in contemporary spoken Italian. *Journal of Pragmatics*. 14: 629–647.
- Beeching, K. 2017. Just a suggestion. In Fedriani, C. and Sansò, A. (eds). 2017. *Pragmatic Markers, Discourse Markers and Modal Particles: New Perspectives*. John Benjamins Publishing. pp. 459-480.
- Bestgen, Y. 1998. Segmentation markers as trace and signal of discourse structure. *Journal of Pragmatics*. 29(6):753-763.
- Birner, B. 2013. *Introduction to Pragmatics*. Oxford: Wiley-Blackwell.
- Blythe, C., Recktenwald, S., Wang, J. 1990. I'm like, "Say What?!": A New Quotative in American Oral Narrative. *American Speech*. 65(3): 215-227.
- Brinton, L. 1996. *Pragmatic markers in English. Grammaticalization and discourse functions*. Mouton de Gruyter.
- Chapman, S. 2011. *Pragmatics*. Hampshire: Palgrave Macmillan.

- Christie, D., and Viner, R. 2005. Adolescent development. In *ABC of Adolescence* Volume 330. Online: <https://www.bmj.com/content/330/7486/301> DOI: 10.1136/bmj.330.7486.301 (Accessed 01 October 2018).
- Eckert, P. 1988. Adolescent Social Structure and the Spread of Linguistic Change. *Language in Society*. 17(2): 183-207.
- Erman, B. 1997. Guy's such a dickhead: The context and function of *just* in teenage talk. In Kotsinas, U.-B., Stenström, A.-B., Karlsson, A.-M. (eds). 1997. *Ungdomsspråk i Norden; Föredrag från ett forskarsymposium, Meddelanden från Institutionen för nordiska språk vid Stockholms universitet*. pp. 96-110.
- Erman, B. 2001. Pragmatic markers revisited with a focus on you know in adult and adolescent talk. *Journal of Pragmatics*. 33(9): 1337-1359
- Fairhurst, M. 2013. *The pragmatic markers anyway, okay and shame: A comparative study of two African varieties of English*. Unpublished master's thesis, Stellenbosch University, Stellenbosch, South Africa.
- Fraser, B. 1999. What are discourse markers? *Journal of pragmatics*. 31(7): 931-952.
- Fraser, B. 2006. Towards a theory of discourse markers. In Fischer, Kerstin (ed). 2006. *Approaches to discourse particles*. Amsterdam: Elsevier. pp. 189-204.
- Grant, L. 2013. The Frequency and Function of *Just* in British and New Zealand Engineering Lectures. *IEEE Transactions on Professional Communication*. 56(2):176-190.
- Hopper, P., and Traugott, E. *Grammaticalization*. Cambridge: Cambridge University Press.
- Kachru, B. 1992. *The Other Tongue: English across cultures*. Illinois: University of Illinois Press.
- Kamwangamalu, N.K. 2006. South African Englishes. In Kachru, B.B., Kachru, Y. and Nelson, C.L. (eds.) *The Handbook of World Englishes*. Oxford: Blackwell. pp. 158-171.
- Lenk, U., Ameka, F.K., Wilkins, D.P., Roulet, E., Aijmer, K., Simon- Vandenberghe, A. and Foolen, A. 1997. Discourse Markers. In *Handbook of Pragmatics* Volume 3. Online: <https://benjamins.com/#catalog/books/z.156/main> DOI: 10.1075/hop.3.dis3 (Accessed 3 November 2017).

- Lindemann, S., and Mauranen, A. 2001. "It's just real messy": the occurrence and function of *just* in a corpus of academic speech. *English for Specific Purposes*. 20: 459-475.
- McEnery, T., and Wilson, A. 2001. *Corpus Linguistics: An Introduction*. Edinburgh: Edinburgh University Press.
- Mesthrie, R. 2002. South Africa: a sociolinguistic overview. In: Mesthrie, R. (ed). 2002. *Language in South Africa*. Cambridge: Cambridge University Press. pp. 11-26.
- Nippold, M. A. 1998. *Later Language Development: The School-Age and Adolescent Years*. Texas: PRO-ED
- Östman, J.O., The symbiotic relationship between pragmatic particles and impromptu speech. In Enkvist, N. (ed.) *Impromptu speech*. Åbo: Åbo Akademi. pp. 147-177
- Paltridge, B., and Phakiti, A. 2015. *Research Methods in Applied Linguistics: A Practical Resource*. London: Bloomsbury Academic.
- Romaine, S., and Lange, D. 1991. The Use of like as a Marker of Reported Speech and Though: A Case of Grammaticalization in Progress. *American Speech*. 66(3): 227-279
- Schiffrin, D. 1987. *Discourse markers*. Cambridge: Cambridge University Press.
- Schourup, L. 1999. Discourse markers. *Lingua*. 107(3): 227-265.
- Sharifian, F., and Malcolm, I. 2003. The pragmatic marker *like* in English teen talk: Australian Aboriginal usage. *Pragmatics & Cognition*. 11(2): 327-344.
- Stegmeier, J. 2012. Toward a computer-aided methodology for discourse analysis. *Stellenbosch Papers in Linguistics*. 41: 91-114.
- Tagliamonte, S. 2005. *So who? Like how? Just what?* *Journal of pragmatics*. 37(11): 1896-1915.
- Tagliamonte, S. 2016. *Teen Talk: The language of adolescents*. Cambridge: Cambridge University Press.
- Tagliamonte, S., and Hudson, R. 1999. *Be like et al.* beyond America: The quotative system in British and Canadian youth. *Journal of Sociolinguistics*. 3(2): 147-172.
- Van der Merwe, I.J., and Van der Merwe, J.H. 2008. The *Linguistic Atlas of South Africa*: Mapping Diversity in space and time. In: Barni, M., and Extra, G. (eds). 2008.

Mapping Linguistic Diversity in Multicultural Contexts. Berlin: Mouton de Gruyter.
pp. 265-292.

Warner, R. 1985. *Discourse connectives in English*. New York/London: Garland.

Appendix A- Parent/guardian consent form for child participation



UNIVERSITEIT•STELLENBOSCH•UNIVERSITY
jou kennisvenoot • your knowledge partner

STELLENBOSCH UNIVERSITY PARENT/LEGAL GUARDIAN CONSENT FOR CHILD TO PARTICIPATE IN RESEARCH

I would like to invite your child to take part in a study conducted by Nicole Lochner, from the Department of General Linguistics at Stellenbosch University. Your child will be invited as a possible participant because he or she is a speaker of South African English and is between the ages of 12 and 13.

1. PURPOSE OF THE STUDY

South African English is understudied compared to other English varieties. There are a number of ways in which South African English differs from the other varieties but without studying them, there is no way to understand each phenomena and what causes it. In the current study, I will be looking at aspects of how people tell stories in conversation. Through this I hope to provide some insight into one aspect of South African English and take the first steps to understanding an English phenomenon in a South African context.

2. WHAT WILL BE ASKED OF MY CHILD?

If you consent to your child taking part in this study, the researcher will then approach the child for their assent to take part in the study. If your child agrees to take part in the study, he/she will be asked to take part in one informal conversation, approximately 20 minutes long. This conversation will be recorded and transcribed (transcribed recordings refer to recorded spoken material that is written down word-for-word so that it can be analysed). The interview will take place in your home or in the researcher's home in a quiet and private room. Before the conversation starts I will ask your child to fill in a short background questionnaire. If you are interested, I will share the details of the project with you after the conversation.

3. POSSIBLE RISKS AND DISCOMFORTS

There are no foreseeable risks in this interview process. If there are any questions that your child would prefer not to answer he or she may ask to move on to the next question. If they decide that you do not want to continue with the study they may do so. If such an event does occur and you have any questions or concerns please feel free to contact the researcher, Nicole Lochner (18625029@sun.ac.za) or her supervisor, Dr. Kate Huddlestone (katevg@sun.ac.za).

4. POSSIBLE BENEFITS TO THE CHILD OR TO THE SOCIETY

There will be no direct benefit to the participant. The findings from this study will provide insight into the field of pragmatics (how language is used in everyday life), specifically with regards to understanding certain features of South African English and how they relate to other forms of English.

5. PAYMENT FOR PARTICIPATION

Participation is completely voluntary and you will not receive any remuneration.

6. PROTECTION OF YOUR AND YOUR CHILD'S INFORMATION, CONFIDENTIALITY AND IDENTITY

Any information you or your child will share with me during this study and that could possibly identify you or your child will be protected. This will be done by ensuring that your child's name is not used in any written material, such as the final thesis or transcriptions. The name will be replaced by "Participant" and a random number. This numbers assigned to participants will be generated by a number randomizing program and will not be connected to the participant anywhere except for the confidential questionnaire regarding the participant's background. This questionnaire will not be shared with anyone but the researcher and/or her supervisor.

Electronic data will be stored on a password protected laptop for the duration of the study. Only the researcher has the password to this laptop. All written material containing personal data will be kept in a South African English that only the researcher has access to.

The information collected from this study will remain confidential however the transcribed interviews or findings from the study may be used for future research. Once the interview has been recorded your child will have the opportunity to listen to the recording, however they may not make any changes to the recorded material. The recordings will be deleted permanently in 2023, up to that point only the researcher may have access to these recordings.

7. PARTICIPATION AND WITHDRAWAL

You and your child can choose whether to be part of this study or not. If you consent to your child taking part in the study, please note that your child may choose to withdraw or decline participation at any time without any consequence. Your child may also refuse to answer any questions they don't want to answer and still remain in the study. The researcher may withdraw your child from this study if your child does not meet the criteria for the study.

8. RESEARCHERS' CONTACT INFORMATION

If you have any questions or concerns about this study, please feel free to contact Nicole Lochner at 18625029@sun.ac.za, and/or the supervisor Dr. Kate Huddleston at katevg@sun.ac.za.

9. RIGHTS OF RESEARCH PARTICIPANTS

Your child may withdraw their consent at any time and discontinue participation without penalty. Neither you nor your child are waiving any legal claims, rights or remedies because of your participation in this research study. If you have questions regarding your or your child's rights as a research participant, contact Ms Maléne Fouché [mfouche@sun.ac.za; 021 808 4622] at the Division for Research Development.

DECLARATION OF CONSENT BY THE PARENT/ LEGAL GUARDIAN OF THE CHILD- PARTICIPANT

As the parent/legal guardian of the child I confirm that:

- I have read the above information and it is written in a language that I am comfortable with.
- I have had a chance to ask questions and all my questions have been answered.

- All issues related to privacy, and the confidentiality and use of the information have been explained.

By signing below, I _____ agree that the researcher may approach my child to take part in this research study, as conducted by Nicole Lochner

Signature of Parent/Legal Guardian

Date

DECLARATION BY THE PRINCIPAL INVESTIGATOR
--

As the **principal investigator**, I hereby declare that the information contained in this document has been thoroughly explained to the parent/legal guardian. I also declare that the parent/legal guardian was encouraged and given ample time to ask any questions.

Signature of Principal Investigator

Date

Appendix B- Consent form for participation in study



UNIVERSITEIT•STELLENBOSCH•UNIVERSITY
jou kennisvenoot • your knowledge partner

STELLENBOSCH UNIVERSITY CONSENT TO PARTICIPATE IN RESEARCH

You are invited to take part in a study conducted by Nicole Lochner, from the Department of General Linguistics at Stellenbosch University. You were approached as a possible participant because you are a first language South African English speaker between the ages of 19 and 23.

10. PURPOSE OF THE STUDY

South African English is understudied compared to other English varieties. There are a number of ways in which South African English differs from the other varieties but without studying them, there is no way to understand each phenomena and what causes it. In the current study, I will be looking at aspects of how people tell stories in conversation. Through this I hope to provide some insight into one aspect of South African English and take the first steps to understanding an English phenomenon in a South African context.

11. WHAT WILL BE ASKED OF ME?

If you agree to take part in this study, you will be asked to take part in one informal conversation, approximately 20 minutes long. This conversation will be recorded and transcribed (transcribed recordings refer to recorded spoken material that is written down word-for-word so that it can be analysed). You may choose to not answer any of the questions, and you do not have to share any personal information that you're not comfortable sharing. The interview will take place in your home or in the researcher's home in a quiet and private room. Before the conversation starts I will ask you to fill in a short background questionnaire. If you are interested, I will share the details of the project with you after the conversation.

12. POSSIBLE RISKS AND DISCOMFORTS

There are no foreseeable risks in this interview process. If there are any questions that you would prefer not to answer you may ask to move on to the next question. If you decide that you do not want to continue with the study you may do so. If such an event does occur and you have any questions or concerns please feel free to contact the researcher, Nicole Lochner (18625029@sun.ac.za) or her supervisor, Dr. Kate Huddleston (katevg@sun.ac.za).

13. POSSIBLE BENEFITS TO PARTICIPANTS AND/OR TO THE SOCIETY

There will be no direct benefit to the participant. The findings from this study will provide insight into the field of pragmatics (how language is used in every day life), specifically with regards to understanding certain features of South African English and how they relate to other forms of English.

14. PAYMENT FOR PARTICIPATION

Your participation is completely voluntary and you will not receive any remuneration.

15. PROTECTION OF YOUR INFORMATION, CONFIDENTIALITY AND IDENTITY

Any information you share with me during this study and that could possibly identify you as a participant will be protected. This will be done by ensuring that your name is not used in any written material, such as the final thesis or transcriptions. Your name will be replaced by "Participant" and a random number. This numbers assigned to participants will be generated by a number randomizing programme and will not be connected to the participant anywhere except for the confidential questionnaire regarding the participant's background. This questionnaire will not be shared with anyone but the researcher and/or her supervisor.

Electronic data will be stored on a password protected laptop for the duration of the study. Only the researcher has the password to this laptop. All written material containing personal data will be kept in a South African English that only the researcher has access to.

The information collected from this study will remain confidential however the transcribed interviews or findings from the study may be used for future research. Once your interview has been recorded you will have the opportunity to listen to the recording, however you may not make any changes to the recorded material. The recordings will be deleted permanently in 2023, up to that point only the researcher may have access to these recordings.

16. PARTICIPATION AND WITHDRAWAL

You can choose whether to be in this study or not. If you agree to take part in this study, you may withdraw at any time without any consequence. You may also refuse to answer any questions you don't want to answer and still remain in the study. The researcher may withdraw you from this study if you do not meet the criteria of the study.

17. RESEARCHERS' CONTACT INFORMATION

If you have any questions or concerns about this study, please feel free to contact *Nicole Lochner* at 18625029@sun.ac.za and/or the supervisor Dr. Kate Huddleston at katevg@sun.ac.za.

18. RIGHTS OF RESEARCH PARTICIPANTS

You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study. If you have questions regarding your rights as a research participant, contact Ms Maléne Fouché [mfouche@sun.ac.za; 021 808 4622] at the Division for Research Development.

DECLARATION OF CONSENT BY THE PARTICIPANT

As the participant I confirm that:

- I have read the above information and it is written in a language that I am comfortable with.
- I have had a chance to ask questions and all my questions have been answered.
- All issues related to privacy, and the confidentiality and use of the information I provide, have been explained.

By signing below, I _____ agree to take part in this research study, as conducted by Nicole Lochner.

Signature of Participant

Date

DECLARATION BY THE PRINCIPAL INVESTIGATOR
--


As the **principal investigator**, I hereby declare that the information contained in this document has been thoroughly explained to the participant. I also declare that the participant has been encouraged (and has been given ample time) to ask any questions. In addition I would like to select the following option:

	The conversation with the participant was conducted in a language in which the participant is fluent.
	The conversation with the participant was conducted with the assistance of a translator (who has signed a non-disclosure agreement), and this "Consent Form" is available to the participant in a language in which the participant is fluent.

Signature of Principal Investigator

Date

Appendix C- Assent form for child participation

	STELLENBOSCH UNIVERSITY
---	--------------------------------

ASSENT FORM FOR MINORS



TITLE OF THE RESEARCH PROJECT: How people tell stories in conversation

RESEARCHERS' NAME(S): Nicole Lochner

RESEARCHER'S CONTACT NUMBER: 0836485623

What is RESEARCH?

Research is something we do find **NEW KNOWLEDGE** about the way things (and people) work. We use research projects or studies to help us find out more about children and teenagers and the things that affect their lives, their schools, their families and their health. We do this to try and make the world a better place!

What is this research project all about?

There has not been much research South African English, especially compared to other types of English (for example, English in America and England). South African English has a whole lot of features that are not found in these other types of English but without studying them, we don't know why they are different. In my research, I will be looking how people tell stories in conversation. Through this I hope to learn about features relating to South African English.

Why have I been invited to take part in this research project?

You speak South African English and you are between the ages of 12 and 18.

Who is doing the research?

My name is Nicole Lochner, I am studying at Stellenbosch University and I am busy with my Masters degree.

What will happen to me in this study?

You will be taking part in an interview with Nicole. Nicole will ask you some questions and start a conversation with you. This interview will be recorded on Nicole's phone so that she can write down what is said in the interview at a later stage.

Can anything bad happen to me?

Nothing bad will happen to you during the interview. If you decide that there is a question you don't want to answer, you may tell Nicole to skip it.

Can anything good happen to me?

You will not get anything in return for participating in the interview.

Will anyone know I am in the study?

Only Nicole and Nicole's supervisor Kate will know that you are in the study. Your name and information will be kept private in all written documents and no other people will receive this information.



Who can I talk to about the study? If you have any questions you may contact:

Researcher: Nicole Lochner: 18625029@sun.ac.za

Supervisor: Kate Huddleston: katevg@sun.ac.za

What if I do not want to do this?

You do not have to take part in the research if you do not want to. You can tell Nicole that you do not want to do the interview and she will not start the interview. If you have already started the interview and decide that you don't want to do it any more, you may say so and Nicole will delete any recording that has already been made.

Do you understand this research study and are you willing to take part in it?

YES	NO
-----	----

Has the researcher answered all your questions?

YES	NO
-----	----

Do you understand that you can STOP being in the study at any time?

YES	NO
-----	----

Signature of Child

Date

Appendix D- Letter of approval for ethical clearance



APPROVED WITH STIPULATIONS REC Humanities New Application Form

5 May 2018

Project number: GENL-2018-6674

Project title: The use of like and just in South African English

Dear Miss Nicole Lochner

Your REC Humanities New Application Form submitted on 27 March 2018 was reviewed by the REC: Humanities and approved with stipulations.

Ethics approval period:

Protocol approval date (Humanities)	Protocol expiration date (Humanities)
4 May 2018	3 May 2021

REC STIPULATIONS:

The researcher may proceed with the envisaged research provided that the following stipulations, relevant to the approval of the project are adhered to or addressed:

Please note that in the child assent form at the part for *reasons for selection of the minor* the ages are incorrectly given as 12-13 and not 12-18. This should please be corrected.

HOW TO RESPOND:

Some of these stipulations may require your response. Where a response is required, you must respond to the REC within six (6) months of the date of this letter. Your approval would expire automatically should your response not be received by the REC within 6 months of the date of this letter.

Your response (and all changes requested) must be done directly on the electronic application form on the Infonetica system: <https://applyethics.sun.ac.za/Project/Index/7079>

Where revision to supporting documents is required, please ensure that you replace all outdated documents on your application form with the revised versions. Please respond to the stipulations in a separate cover letter titled "**Response to REC stipulations**" and attach the cover letter in the section **Additional Information and Documents**.

Please take note of the General Investigator Responsibilities attached to this letter. You may commence with your research after complying fully with these guidelines.

If the researcher deviates in any way from the proposal approved by the REC: Humanities, the researcher must notify the REC of these changes.

Please use your SU project number (GENL-2018-6674) on any documents or correspondence with the REC concerning your project.

Please note that the REC has the prerogative and authority to ask further questions, seek additional information, require further modifications, or monitor the conduct of your research and the consent process.

FOR CONTINUATION OF PROJECTS AFTER REC APPROVAL PERIOD

Please note that a progress report should be submitted to the Research Ethics Committee: Humanities before the approval period has expired if a continuation of ethics approval is required. The Committee will then consider the continuation of the project for a further year (if necessary)

Included Documents:

Document Type	File Name	Date	Version
Data collection tool	Questions for high-schoolers	18/03/2018	1
Data collection tool	Questions	18/03/2018	1
Research Protocol/Proposal	Lochner_ Masters Research Proposal 2018	18/03/2018	1
Default	Background Questionnaire	24/03/2018	1
Parental consent form	Consent form Parent-Legal guardian	27/03/2018	3
Assent form	Child assent form	27/03/2018	3
Informed Consent Form	Consent form	27/03/2018	3

If you have any questions or need further help, please contact the REC office at cgraham@sun.ac.za.

Sincerely,

Clarissa Graham

REC Coordinator: Research Ethics Committee: Human Research (Humanities)

National Health Research Ethics Committee (NHREC) registration number: REC-050411-032.

The Research Ethics Committee: Humanities complies with the SA National Health Act No.61 2003 as it pertains to health research. In addition, this committee abides by the ethical norms and principles for research established by the Declaration of Helsinki (2013) and the Department of Health Guidelines for Ethical Research: Principles Structures and Processes (2nd Ed.) 2015. Annually a number of projects may be selected randomly for an external audit.

Appendix E- Background questionnaire for participants

Background Questionnaire

Participant Number:_____

Age:_____

Gender:_____

Nationality: _____

First language:_____

Second language:_____

Appendix F- Transcription of recorded data

P1

5:02: Yeah I don't I don't know how to describe it it's *just like* my passion kind of thing you know but *like* it's also fun I don't know

5:16: Ye- well I don't think *like* professionally *like* as my job but I would probably continue with it after school

5:52: Yeah yeah yeah that's true

6:05: I never know how to answer this question uhm well well I guess if it's *like* the weekend and stuff I like to see my friends

6:23: Yeah I was thinking that too

6:32: Yeah

6:40: Yeah me too I like going to their house

6:46: Yeah yeah yeah same

7:04: Uhm I think probably when we went to Greece

7:14: Oh we went to Mykonos yeah

7:21: Well ja because where we were staying there was *like* the hotel was *like* on the beach which was really nice so you could *just like* go outside and there's the beach so it was really nice

7:37: Oh wow

7:53: Yeah

7:56: Yeah yeah me too

8:27: *Like* career kind of thing you know

8:33: Yes it does I change my mind every year *like* I'm not even sure anymore I have *like* so many different things

8:43: Well at one point I wanted to be a physio then I wanted to be a psychologist

8:50: Then *like* a while ago I used to want to be a journalist so it keeps changing quite recently

9:37: Yeah yeah that's thank you

9:46: Yeah

10:01: That's fine

10:12: Oh wow ok well I don't want to sound horrible but I don't like reading so with books

10:21: Uhm well it's quite hard series or movies (3) I feel like series might be better because you know it then it *like* keeps going for longer and you (inaudible)

10:37: I was about to say that yeah ten seasons so yeah yeah

11:12: Oh gees uhm (3) maybe *like* what's it called teleportation when you can *just* be *like* be there and *like* yeah I used to always want to fly though but everyone had that dream at one point

11:31: Really oh wow yeah I know it's *like* my biggest thing *like* in my birthday you know when you make a wish you on your candles yeah that was always mine yeah

11:51: Really

12:16: Oh wow

12:23: Oh wow

12:35: Yeah well I don't have I used to have Instagram but I deleted it but I have Snapchat yeah

12:46: Well ja well *like* I know a lot of people don't agree but I I *just* find Snapchat better than Instagram 'cause I don't think Instagram is really good for *like like* you know self *like* it kind of makes you more *like* self-conscious and stuff and pressure and all that stuff

13:15: Kinda depends on the person *like* I only Snapchat my friends some people *like* meet people through Snapchat so that's ja

13:35: Ja ja me too

13:52: Ja

14:09: Ja definitely but that's not a good thing but *like* it is cause *like* if something goes wrong then you don't have to handle it in *like* true life but

14:25: Yeah that's so true you can *just like* leave the message for *like* an hour and think but ja

14:46: Well I think calling's better because then you can hear their *like* tone of voice and yeah cause you don- you might get the wrong message across also cause they can't see your well you can't see your face in a call but

15:04: Ja no ja

15:42: Woah ok I've never thought about that before

15:44: Uhm well ja I guess It's not actually a good thing 'cause *like* there's 'cause everyone thinks differently so there's probably

15:59: Well not really 'cause *like* I'm not very good at studying so yeah but

16:16: Yeah I can't do that

16:31: Yeah that's what I do

16:40: Yeah

16:44: Yeah I *just* try to *like* write it and read it as many times until it's in my head *like* even if it's yeah

16:52: Yeah some people *just* read it and then they know it and I'm *like* how do they do that

17:39: Ja it has to be exactly what the textbook says *like* ja

17:53: Oh my word ok I don't know *like* ok I obviously I'd say travel but you can't really do that if you don't have the *like* I'm not gonna have so much money to go everywhere so but uhm true

18:30: Oh yeah

18:37: That's so cool (laugh) I'm not sure what I would do

18:58: Oh yeah yeah that's true

19:30: Oh I can tell you what I really don't like you may not agree 'cause you either love it or hate it but Lala Land do you like it

19:40: Ok well I *just* really don't like the ending because they *like* set up the whole love story and everything is going perfectly and then she doesn't end up with the guy that she was supposed to and then yeah yeah

P2

5:00: *Like* from or invisibility because I feel like you know sometimes you *just* wanna go away from everyone else and you *just* wanna hide and you *just* don't want people to know where you are and I think that's probably because I watched Harry Potter and you know so that's probably why I want invisibility or yeah

5:17: But I *just* I've seen *like* from that as well *like* how you can *like* do anything basically and you can no one will *like* bother you or anything yeah

5:33: Yeah yeah yeah *like like* the ja to ja *just* change

5:45: Yes we do yeah

5:50: Oh that's a hard one I don't know cause we don't really *like* go overseas or anywhere we *just* go around so I've been to Lesotho I've probably probably we went on a bush holiday when we were younger uhm to Botswana and that was really fun and we *like* (inaudible)

6:07: Ja I like getting away where you can forget your worries I do like going we do go *like* on some long weekends we go to this place called Trout Haven and it's camping but it's *like* luxury camping and it's really nice it's got a nice river and everything so ja but we do go away a lot mostly *like* almost every holiday

6:28: Except for sometimes *like* the short holidays *like* the September holidays or whatever yeah

6:38: Yes ja I think ja I've been there but I *just* can't remember

6:42: I don't really I don't really remember places but if I go there I'll be *like* oh I remember this place ja

6:54: Yeah I like going to new places

7:01: I I have and I do uhm ya I I started off in grade two playing the recorder I did recorder lessons it's gonna be so we did class lessons

7:12: Ja with Mrs. Jones and and uhm and then she was *like* oh do you wanna do lessons so I said yeah sure I'll do lessons and then I did recorder up until grade seven in the first term and then in grade five I continued recorder and I started saxophone because I really wanted to play saxophone and I play saxophone and then in grade seven in end of grade six Mrs. Jones left and then and then I got a new teacher and I didn't really like recorder anymore so then I started clarinet instead of saxophone I still do saxophone and clarinet

7:49: Yeah yeah I'm in the Wind Band as well

8:01: Oh yes yeah (inaudible) ok so I'm only allowed to go on one overseas trip *like* in my high school career and *like like* for *like* school and I don't really want to do it in grade nine and I don't really want to go to Beijing so

8:15: Did you was it nice

8:24: Yeah

8:45: So you were in Beijing as well

8:57: Yeah but I yeah I think I wanna do something *like* I think it's World Challenge or something yeah I really I don't really feel like going to Beijing with music and then I'll be in grade nine and I won't I still won't be *like* the best in music and I'd rather be yeah so

9:20: Yeah

9:24: Now days they have *like* a tour for everything yeah

9:34: Yeah yeah

9:54: Oh so *like* if you had *like* extra time in the day what would you do

10:00: I would try and change the world I know that's a bit *like* extreme but uhm yeah I would

10:08: I have no idea well if if *like* (inaudible) people *like* couldn't see you or move or anything I'd probably go steal money and then *like* buy houses or something I have no idea actually yeah

10:22: I know that sounds a bit *like* creepy but *like* and

10:27: Yeah I don't actually know I'd probably sleep as well yeah yeah yeah

11:09: Oh that's so cool yeah I would actually

11:33: Uhm I don't know actually yeah I hadn't really thought about that yeah

11:48: Yeah but but you know when *like* something comes up and you're *like* oh that's something I wanna do you can't really think of what you

12:30: Yeah I use WhatsApp uhm and Instagram but ja I don't I I go on WhatsApp I often *like* just check my phone if I walk past I *just like* check my phone and I see if I've got any messages otherwise Instagram I go on it *like* twice a day maybe three times a day *just* to check ja

12:49: And then I don't I don't I'm not one of those people that posts every day probably *like* once a month or so or or sometimes longer yeah yeah yeah

13:09: And also some people *like* don't actually *like* show what they're doing they'll *just* take a picture and they'll be in a really bad mood and they'll put *like* they'll smile and they do everything and they look completely happy and you have no idea what's going on

13:21: Yeah yeah yeah

13:45: Oh yeah yeah I know what you mean yeah

13:48: Well I feel like yeah it has changed a bit I know how people used to always have conversations and they would actually pick up the phone and actually phone each other

13:58: I feel like in hard situations you're actually gonna use that as a back-up plan you're not actually going to go and talk to that person and I feel like a lot of people *like* don't make eye contact anymore and and *like* we did this thing in L.O where we had to stare at someone we actually had to *like* look at them and everyone *just* started giggling because its people don't do that anymore people don't look at each other it's all *just*

14:21: Yeah but so in tough situations sometimes I do go and use WhatsApp as a backup plan and instead of picking up the phone and saying happy birthday you know I *just*

14:34: And you can be in a really bad mood you can actually change your mood or *like* change *like* fake your mood and you can fake things so I think yeah

14:45: It can be very useful when *like* getting school work and stuff but using it all the time yeah I do sometimes *like* Whatsapp video call my friends on *like* weekends or something so I can *just like* see them and say hi cause sometimes you actually *just* yeah

15:09: Yeah you don't you actually forget you forget how to

15:15: Yeah I I had a very *like* tough situation when uhm one of my friends so basically I I think it was a lot of other things that people had said to her and she was in quite a bad mood and stuff and then I said one thing and she wouldn't speak to me for another *like* two months

15:31: And I I didn't know why and she would speak to all my other friends and then I I actually went up to her and I 'cause and then my friend told me that what I had done and I said but I mean *like like* that's *just* normal

15:44: And it was just that one thing so then I went up to her I didn't want to say *like* my friends told me this but I said is there anything wrong *like* can we be friends again and then she was fine after that

15:53: So I could have *just* done that via WhatsApp but I actually went to her face because I feel like it has more of an effect if you and you actually remember it *like* if you just WhatsApp *like* WhatsApp someone saying happy birthday and someone actually phones you that's actually what you remember it's not the WhatsApp chat

16:49: Twitter no one really no one no one that I know of not my parents not my grandparents not my friends parents I I haven't heard of many people using Twitter but Facebook School A actually kind of runs on Facebook so uhm no one really used Facebook *like* at the end of junior school *like* all my friends we mostly use Instagram now uhm uhm but basically they *like* have a School A group on Facebook so

17:17: But it's actually quite interesting because many people say I don't want to get Facebook and I say that too but I'm I don't actually want to get Facebook I have Instagram I don't need to it's another hassle to check everyday

17:27: I mean what's the point and uhm so *like* School A use it *like* to post announcements and things on there as well and they say you should have it but it's actually rated *like* sixteen or something and I my parents are *like* you can't get it and I'm *like* I'm not saying anything against that because I don't want actually want it and people are *like* you come guys get it but I'm *like* no

17:48: So I feel like it yeah I feel like a lot of people used to and I I don't hear a lot of people talk about it now days

18:01: To have *like* two *like* two social ja and then then you gonna post if you can't post the same picture now and now you have to think of a different comment to have and now you have to post a different picture and oh no I haven't posted on there for *like* three months

18:23: Yes yeah yeah yeah yeah there was this basically there was this thing so basically you can going back to you can fake *like* what's going on so basically my mom's friend she uhm posted a picture of them on the beach in *like* I don't know Hawaii or something and then all so happy and everything and then they came back and my mom was *like* oh yeah it looked like you had a great time they said it was terrible you couldn't swim the wa- uh the water was full of blue bottles and the sand was *just* blowing in our eyes

19:14: So it shows how you can actually *like* fake yeah

19:19: Yes yes yeah and you can make people jealous and you can actually make people *like like* some people I know have actually *like* really done bad things to themselves because they *like* that's different that's kind of ok but anyway

19:33: People people can be *like* oh look how amazing they are and look at me I don't have the new shoes I don't have the new thing my hairs too short my hair's too everything

P3

5:01: Yeah I actually I think that now that if School B had done cello I might have actually done that rather than

5:18: *Like* what kind of performing

5:36: Yeah I don't I wouldn't really like doing *like* solo *like* I'd get nervous but yeah yeah

5:53: If I was given the opportunity yes yeah I probably yeah yeah not for singing though there's better people

6:23: Yeah

6:30: Oh yes ja they're doing that this year but I'm not going 'cause I don't want to go to China

6:36: I really wish it was somewhere else because I would love to go but I *just* I *like* I don't wanna go to China

6:41: Yeah did you go ok I know Sam wants to go

6:54: Yeah is it *like* very populated cause that's what I

7:19: Yeah yeah yoh yoh wow yeah

7:52: Yeah yeah

7:56: The thing is I prefer *like* natural *like* stuff *like* if I went somewhere I wanna go somewhere where it's *like* a lot of *like* natural beauty I don't know if you know what I mean *like*

8:09: I don't know if China's *like* exactly like that

8:24: Yeah I don't like the busyness though

8:29: Yeah yeah crowded yeah yeah exactly

9:02: Yeah usually *like* I know they're doing World Challenge this year next year I think so it's different places every year and I think it's an outside thing but uhm I think it's in Thailand next year so that's actually *like* I might next year I'm allowed to do one overseas tour in my school career so I might do that next year for

9:24: I might *like* do that the year after so when I'm in grade eleven 'cause it's organised the year before so I would have missed next years one but uhm so they go to a *like* a rural a more rural place and they *like* will help the community and help with children and *like* build houses or I know last last year they went to Madagascar and *like* it was completely *like* their car broke down *like* so many times and yeah

9:49: It's ja but and then I'm not sure what other tours they do they usually do *like* a cultural tour and a sports tour and yeah depends on what's

10:00: I play hockey I'm not very good at it though yeah I'm in the last team so but it's under sixteen so it's grade nine and tens maybe next year yeah last year I was in the B Team so it wasn't too bad

10:35: Uhhhh geez ok uhm my favourite thing to do well I like outdoors so I like *like* hiking and stuff and *like* going to Silvermine and swimming in *like* natural places uhm I like painting I like sewing I like baking uhm I just got a microscope for my birthday

10:58: So uhm I have a new hobby uhm

11:02: Uhm what else do I like to do

11:08: Yeah although I've kind of *like* done less and less of those sort of stuff as I've got busier uhm and *like* for sewing I've made a dress I'm pretty proud of that uhm and I made that uhm yeah

11:30: What else I like reading I've just become addicted to Friends 'cause of Sam uhm and yeah and obviously *like* play music and stuff

12:03: It depends what mood I'm in uhm I don't actually know *like* I all like those things *like* equally so I couldn't *like* choose

12:26: Yeah yeah yeah yeah I feel like that lately 'cause my dad we just got Netflix *like* we just got it I don't know what my dad is thinking in the middle of exams but anyway I'm not complaining uhm but ja I've tried to *like* balance (inaudible)

13:00: Yeah and you also get *like* into a book you can't *just* pick up any random thing and read it yeah

13:09: Yeah exactly *like* grade seven it was Harry Potter actually Lydia was obsessed with Harry Potter she she even got a wand from *like* overseas she was obsessed it was quite funny ja

13:30: Ok I wanna do something with science or biology maybe a microbiologist uhm I I I don't *like* my mom's the doctor but I don't want to do clinical medicine *like* I don't wanna if I did uhm *like* I don't really like *like* interaction with people *like* I wouldn't wanna be *like* a GP

if I was doing medicine I would be uh *like* a surgeon 'cause then they're asleep uhm or *like* an anesthetist

13:59: In grade seven I said I wanted to be an anesthetist uhm but ja something *like* in the biology field definitely

14:23: Yeah oh yeah yeah i love I love genetics yeah yeah yeah I I I love genetics I always in grade *like* last year I used to watch videos on *like* genetics and stuff

14:54: I know I know and then all my friends would be *like* uhm why are you watching science videos

15:18: Uhm I like doing different things *like* I don't like going to the same place *like* I when we go away we ok we've got a map on our wall uhm and of South Africa and we're *like* marking off everywhere we been in South Africa *like* road trips and stuff so we've been to Lesotho and we went to *like* the Northern Cape last holiday and doing different things and so yeah we try and do different things uhm

15:47: I my favourite probably one of my favourite places is a place called Trout Haven it's a it's *like* a camping spot uhm and it's it's *like* past the Du Toits Kloof *like* it's in Du Toits Kloof mountains uhm and it's it's got this *like* beautiful river and you can see the mountains and yeah that's one of my favourite places

16:13: Ja ja there's no *like* Wi-Fi or anything

16:29: Uhm so I'm on Instagram but that's all and obviously WhatsApp but that's all and uhm I wouldn't say I'm *like* on it a lot *like* I'll ja

17:07: Well so at the beginning of grade eight they told everyone that they must get Facebook because there was a grade group and stuff my parents said no so I *like* I obviously I don't wanna be on Facebook 'cause it's *just* another thing to go and check and *like* uhm but so *like* if there's any messages and stuff on Facebook then I'll *just* ask someone else to tell me what's going on 'cause yeah but

17:31: Yeah but and and *like* it wasn't the teachers who said it was *like* the matrices when I was in grade eight so my parents were *like* well no because and then (inaudible)

17:56: Yeah yeah

18:16: Yeah it's nice because you can see what other people are doing and yeah yeah

18:37: Yeah that's but that's the *like* the downfall of stuff *like* well any social media cause everyone makes their life look *like* perfect and then you're *like*

18:56: Yeah yeah yeah yeah

19:20: No it's a different *like* purpose it's *like* a quick *like* message I don't know *like* yeah yeah obviously you're not gonna get the same *like* effect because you're not in person and you don't have *like* your facial expressions and yeah

19:42: Ja *like* especially emojis it's *like* I don't know if they're being serious or *just*

19:52: Yeah but I find *like* voice notes can be helpful instead of *like* typing it all out if you actually have to say something *like* when people ask you for work and you have to explain something voice notes can be very helpful

20:18: Yeah yeah

20:45: I have no idea it would be quite boring cause there'd be no one *like*

20:53: Uhm I don't know *like* I honestly don't know what I would do uhm

21:15: Yeah yeah that's true actually yeah yeah

21:27: Yeah yeah it would have to be something you *like* you'd want to that is uhm that you couldn't do when *like* on a normal day I don't know if you get what I mean

21:56: Yeah yeah exactly so yeah I'm not sure what exactly

P4

5:02: Yeah

5:13: Yes

5:35: Real-life I can never carry on a conversation on social media it's *just* so hard to do 'cause *like* you know you get *like* some people when you get *like* type something funny and they put in the laughing face it's *like* it doesn't give that same reaction than *like* when you're in person you hear them laugh and it's and it's *like* so hard 'cause *like* you're typing over and it takes forever to answer and then it's it's *like* and people only come back to you *like* after *like* ten minutes of waiting but *like* when you there with them it's *like* a quick conversation and it brings out different things

6:21: Blueticks

6:28: Yeah oh

6:46: Yeah yes yeah

7:35: Yeah I do think so actually 'cause now Facebook is now *like* an old person thing to use and Instagram is *like* the new *like like* teenage version of Facebook and it's *like* better *like* Facebook yes Facebook you do you get *like* a lot of *like* young people using it but I don't think they use it to *like* post anything they use it to log into games 'cause you get you get some games that *like* you log in to Facebook and you get *like* a certain amount of coins or something I don't know so yeah

8:10: And Snapchat also a new big one

8:18: I use Instagram I don't use Snapchat same I *just* didn't find the thing I'd rather chat to someone than send a picture I'm *like*

8:44: Yeah it's *like* no it's what what we *just* do is *like* somebody sends you a picture and what you do *like* you send a picture they send a picture of a face and you *just* send a picture of a wall and you *just* send it there and they're *like* oh ok thanks

9:23: Oh yes I don't post I just look at what other people are doing I post *like* a good picture but that's only if I find a good caption and that's it

9:51: Oh

10:01: Uhm I want to study Sports Science or sports psychology uhm 'cause I wanted to go into the sporting field *like* going to biokinetics or personal personal trainer or physiotherapist *like* one of those two

10:20: Sports psychology is when it's basically I actually asked my coach this question 'cause he's studying it it's *like* a so you it's *like* a fitness coach but *like* for a team so instead of *like* doing one-on-one training it's *like* for a whole entire sport *like* a full-on *like* you get *like* a cricket team they would have to do fitness and stuff but they need *like* a fitness coach so it's *like* for rugby and all of them that kind of fitness yeah

11:12: Yeah

11:22: I'd choose series 'cause a movie you have to wait so if you watch Avengers Infinity War you have to wait another *like* four years for the next one to come out but a series is *like* quick so you finish a quick series quick episode then you go on to the next one then you know what's going on

11:41: It's *like* Thirteen Reasons Why *like* season one you wait for season two but it's *like* carries on and it's *like* you get two different sides of *like* the story kind of thing

11:59: Yeah yeah

12:09: Haven't you I've watched a few I haven't watched all of them yet

12:18: Yes season one is uhh I was *like* talking to my friend about it today it's about that *like* girl who committed suicide and *like* her part of the story but now in season two it's about- it's about each person's court case *like* on why she died and *like* it's her story *like* par- through season one but now it's the other guys story *like* the other main actor so it's a whole

13:06: Oh gosh uhh probably when I went to the Kruger Park recently December holidays ja

13:16: Have you never been to Kruger National Park oh my word I've been there for *like* three times already yeah

13:37: Oh yeah oh gosh

13:57: Oh yes nice wildlife my mom she my mom and dad went to Zim- Zambia for their anniversary and they went to Victoria Falls and all of that walked with lions

14:33: Oh yeah

14:46: Invisibility ja it's *like* I can be in class but not be in class

14:55: Yeah it's James are you here yes what and I can sleep without anybody knowing yeah

15:10: And you can sneak out the house easily 'cause it's *like* open up the door and don't know what happened yeah

15:26: Yes I know a lot of people rush hour traffic and skip all of it no it's not

16:00: Oh gosh freeze time for a day (3) probably (5) (inaudible) that's such a hard question probably uhm go and do something with my family well I do everything with them but *like* you freezing time so it *just* endless *like* doing one yeah

16:49: I haven't

16:51: I would also I would probably go to where's that one place that I wanted to go to (5) oh yes I think it was Venice I wanted to go to Venice I'll probably freeze time there and go there

17:21: Everywhere

17:45: Ok I'm gonna say rugby for this one 'cause it's so intense 'cause when you're not playing it it's *like* so fun to watch 'cause you get more into the game I think because *like* on rugby days when you go to Newlands and you feel the atmosphere around you

18:03: That's so nice *just* to *like* watch a game and see everybody get *like* big hits or something in a game and then everybody *just* goes mental and they *like* start shouting and everything

18:11: But when when you're in the game you don't really hear anything around you except for your teammates and stuff so it's pretty *like* fun to watch a rugby game

18:32: Newlands ja 'cause cricket's also not a bad game *like* T20 is it's *like* fast fast cricket and it's *like like* when they hit a six and people go also *like* quite crazy *like* they start shouting and everything

19:17: Have a family and probably travel the world well not travel the whole world but *like* travel *like* certain places

19:37: Venice I would like to go to some parts of America uhm I might go visit not Hollywood but *like* I think it's Los Angeles yeah I'd go there uhm go I would like to go see Australia I want to go see kangaroos and stuff and then probably I'd like to go to Sweden cause my uncle lives there yeah and I don't know where else

20:26: I don't know what's wrong with it yeah

20:39: There's been so many probably wow I don't know actually oh

21:36: Oh yes mine would probably be Jaws 'cause it was *just* so stupid you can see the shark is fake

P5

5:03: And (4) ja I like those two things about the best

5:36: I play the violin

5:43: Well I I don't actually want to join the school the orchestra

5:48: It's no it's *just* it's a lot of commitment added to it and I quite like relaxing (laugh)

5:58: And it it means I don't have to go out late in the evenings to do school functions and things

6:05: And uhm I had a teacher at at my school who taught me but then she brought her dogs with her into the music room and she had a puppy and she got a puppy and she put the puppy in a cage and it's a really small music room and *just* it wasn't going well

6:22: So ja so it's really strange and then uhm I went I got another music teacher who is actually near my cousins Mary and Amy

6:35: Uhm and she's really nice ja

6:48: Not really we're actually doing a school play at the moment but it's quite boring

6:55: It's a Roald Dahl's Revolting Rhymes we're doing I'm *just* trying to remember it's it's I think it's Snow White ja it's Snow White

7:06: No because we have to talk in pairs and then it's too soft and you can't really hear so it's not working at the moment but I'm sure it will work in the end (laugh)

7:56: Ja it's I I prefer going with my family than going with other families well with other families with our family

8:04: Uhm lately we went to Namibia on

8:08: Ja we camped for I think three weeks or two weeks

8:14: It was so it was so quiet and *just* there was no one around us and it was we camped in game parks and it was *just* peaceful

8:36: Ja that the the the red sand I can- don't know what it's called it's the biggest red sand dune

8:44: We went up there and it was *just* it was amazing

8:47: And then we ran down the other side

8:54: Ja

8:57: We once went to England except it was very cold and rainy and I was only I was only
(inaudible) *like* five

9:03: So I hardly remember anything and we went for one of my cousins my mom's cousins
wedding

9:28: And it was and it was cold and rainy

9:35: No it's always cold it's always cloudy

9:58: After school uhm I don't really have many ideas

10:06: Go to university

10:44: Ja

10:47: Because also then if you have your mindset on something you may not achieve it and
then you have no ideas

10:58: And then they don't get in

11:07: Probably either probably invisibility

11:20: Ja no not invisibility the whole time

11:25: I've never had a flying dream

11:33: I have only had dreams where I feel like I fall down something and then I feel like I'm
literally falling down and then I wake up

11:43: That's the only that's the only kind of *like* flying dream I've had

11:49: Really

11:51: Mine are normally on mountains

12:09: What do you mean by series

12:30: I'm not actually sure because there are some really good books but there are also some
really good movies and some really good series

12:36: Uhm I would probably choose movies because I'm not such a fan of reading

12:41: But I have got a really good book at the moment

12:53: It does and it takes a long time to finish a book

12:58: It doesn't take two hours

13:06: Ja

13:09: Ja

13:10: But then sometimes it's nice to turn pages of books it's very satisfying I find it's very
satisfying

13:17: Yes the smell of books is so amazing

13:41: Well I don't have a phone

13:43: Uhm so on my sister's phone and then on my mom's phone I have an Instagram account

13:49: But I don't really use it

13:51: Uhm so I don't really have much contacts but if I need to contact a friend I'll use my mom's phone or my sister's

13:58: Ja

14:06: So uhm I get a phone at the end of next year

14:09: Like my sister did because into high school it's quite nice to have a phone afterwards school and if sports is cancelled and no one sends out a message you can *just* phone your parents

14:25: I know

14:28: I think it's really strange that people get a phone at age nine

14:33: Because then they're addicted to it and they don't have an imagination of their own and they don't play outside

14:46: Ja

14:54: Ja

14:57: Ja

15:30: What would I do with my day this is a very difficult question because on the weekends I never know what to do with my day

15:43: Ja

15:44: Freezing time would it freeze the people in the time or

15:50: I would probably (6) well if it froze everything in time I would go raid a bank raid a supermarket go for a hike up the mountain

16:08: Ja

16:10: Uhm

16:11: And relax for a bit and fly overseas and then come back

16:27: I know well fly somewhere close and *just* fly back

16:62: For the fun of it

16:34: Ja

16:38: Ja

16:39: Except I hope well I could put the plane on automatic

16:48: Ja ja

17:07: For free

17:09: Ah that would be cool

17:29: Yes I have Miss Peregrine's Home for Peculiar Children

17:31: I still have nightmares from it because the people have no irises they only have pupils

17:39: Uhm they eat people's eyeballs which is kind of weird

17:45: And so there's this guy and there are these weird people that are *just* strange they're children and then I don't know what the person's called but there's someone who looks after them and that person can turn into a bird for some reason

18:00: And then so the guy who eats eyeballs for some reason he was a peculiar person and that means they're not normal and they're *just like* weird and so he did something and he got one of the people who look after children to turn into a bird and then he put that person in *like* a machine and sucked up their energy and created these really creepy monsters and then for some reason if they the monsters ate people's eyeballs they could turn into these really really creepy people without irises

18:39: Ja that's why I've

18:43: Not great

P6

5:29: I play in the wind ensemble the wind band and the flute ensemble

5:33: So there is *like* flute ensemble where there's a whole lot of flutes and we did an Eisteddfod about two weeks ago

5:39: Or maybe last week ja last week and then the wind band's *like* all the wind instruments which is really nice so

5:49: You learn you learn a lot *just* playing with flute's *like* other flutes especially 'cause it's a whole lot of different grades

6:01: It's about eight to twelve I think

6:07: 'Cause we've we've expanded a lot because there's a lot of grades who do music

6:11: So and a lot of them do flute as well which is really nice

6:18: 'Cause I never I think I had *like* two others who played and now there's about six others which is *like* wow

6:43: Ahh

4:45: Ja

6:51: Ah amazing there's

6:53: Ja

6:56: Ja I think it's next year

6:59: Ja

7:07: Ja

7:09: We do there's *like* everything so many so

7:29: You can you can choose if you want to or not 'cause it's *like* I think some of them I'm not I haven't experienced a lot of it yet but I think I think there may be *like* one or two compulsory if you do A-team sport or something you'll have to go on the tour but usually it's optional

8:00: Oh nice

8:04: Oh wow

8:15: Ja

8:20: Ah no

8:23: No

8:30: No definitely not

8:38: Ja

8:50: A at least with one other 'cause because if you make a mistake it can be covered up if you are playing on your own everyone will hear your mistake

9:01: So but it's also nice playing on your own but I prefer playing in groups

9:05: Ja it's also with the practicing of it you learn a lot ja

9:17: Probably read I love reading books

9:30: I don't have time I shouldn't have time to read books at the moment but I find the time

9:37: Ja no I love books

9:43: I'm not sure a favourite book but my favourite author Sarah-Jane Maas

9:51: I love her books

9:54: I just read her most recent one that just came out about two days ago

10:00: So it's a very

10:10: It was very important very important

10:14: Ja

10:15: No no no

10:31: Books books ja ja

10:34: And also when they make a book the movie the book into a movie the book is always better

10:41: 'Cause they always leave out the most important facts

10:46: The little things ja

10:49: They left out the little things that made the series correct

11:00: And then they get to the movie and they *just* they make a make a compressed version of it

11:11: No but I

11:14: I needed more suggestions

11:21: But then when you read it a second time you understand that it's

11:31: Ja

11:32: Same with Sarah-Jane Maas to me I can literally picture the entire place

11:36: It's *like* you can picture the characters and then you watch a movie of it the same and you *like* no *like* Everything Everything uhm I read the book and then I watched the movie and I was *like* ok I've *just* it's not anything like the ones in my mind and now when I go back and read it you can't picture the characters again

11:54: I'm *like* why did I watch it

12:03: Don't

12:15: Probably flying

12:20: I love I'd love the thought of flying or invisibility

12:22: One of the two

12:27: It *just* you could see the world from another perspective almost it's *like* you get all the drones and stuff but *just* being up there with with all the birds and stuff would be amazing

12:40: And you could go anywhere

12:42: Ja

12:44: Ja exactly *just* do it it would be amazing ja

12:47: Even if I had wings even that

12:49: *Just* to be able to fly would be amazing

13:02: No neither I've had a falling dream and then waking up but never flying

13:08: Ja I've never thought of *like* I've never dreamt about flying but I've thought of it

13:28: Ja ja

13:38: Ja mine occur in a million different places so I've never had *like* well I had the same dream but that's based on real life so

13:50: Ja

14:03: Or things that are coming up yes

14:08: *Like* you will be maybe I'll be dreading having to do something the next day or ah there's a book there's a test tomorrow and I don't want to and then I'll dream about school

14:19: Or yay I'm going up the mountain tomorrow with my friends and then you'll dream about your friends or something so I have things like that but

14:43: Ja

14:47: Ja

14:49: It would be amazing

15:08: Usually at least one a year so we usually spend our holiday with our family but we usually go to the Transkei at least once a year which is amazing it's beautiful going there this holiday and then we I try to convince my mom and dad to take us to the Orange farm which is my mom's aunt and uncle's farm in the great Karoo I love riding they have horses so and there's *just* so much space and I can *just* go riding for the whole day so it's beautiful and I *just* I love it *like* that and we usually go to the Transkei for about ten days at least once a year to see our friends from East London because they have a house up there so

16:16: So beautiful

16:12: Ja

16:19: Ja

16:21: Ja ja and then also Namibia is dry and stuff but then you get those oases of little camps and things we went there last year in June July which was beautiful

16:44: I have no idea I've been on loads so I wouldn't I wouldn't be able to pick one

16:55: My mo- recently I where I really loved the Namibia we went for about two weeks camping by the end of it we were sick of camping but it was amazing to experience *like* the whole of Namibia and the animals and everything it was beautiful

17:15: Beautiful

17:20: Ja

17:21: Ja we went on a camping trip just near that big tunnel *like* on the other side of it and there was no signal for we went for the whole weekend with our cousins and I went off searching for signal but I couldn't find it so it was like I was cut off but it was a nice cut off ja

17:49 I've had many but nothing at the moment I did want to be queen of Russia

17:56: And then I also wanted to I wanted to what did I want to do be a horse rider I wanted to be a writer I wanted to be an actress I wanted to be a mi- a lot of things

18:19: Yeah

18:22: Artistic

18:24: I've never liked I've never liked learning I've liked learning but I've never liked to have to study a lot so I'd I'd rather be able to apply my knowledge not rote learn stuff I've never been good at that

18:44: Ja

18:57: You always had to *just* rote learn and then spit up the textbook

18:51: *Like* for Afrikaans this term we had to learn the first twelve chapters of a book so we had to learn but they it was a question and answers so they had questions and answers in this book so every chapter had about five questions and you had to learn the question and the answer for this test and two poems in that question so Afrikaans is (inaudible) I don't think this is gonna

19:15: And you never going to use it again in your life

19:32: Ja

19:35: Ja

19:39: Th- that's fine

19:50: An opinion ja

20:05: Ja

20:21: Ja

20:35: Uhm I use WhatsApp and Instagram and then email as well I don't have Snapchat because everyone has the Snapchat and I was *like* why why it's another uhm distraction

20:56: I don't I don't like the phone I don't like it because everybody just put pictures of themselves *like* with Instagram you don't have to pictures of yourselves so I always have places where I've been

21:10: So it's never me it's the place so I never have to put myself on it

21:33: I downloaded it and then deleted it

21:30: Bullying

21:33: Ja

21:37: Because people measure themselves on how many followers they have and how many likes their photo has and if they don't have a lot they are *like* I'm not popular or they based their popularity on it

21:51: Ja

21:53: Ja

21:55: Ja

22:04: Ja

22:07: Ja

22:08: *Like* I use it to contact some of my friends who they maybe don't have phones or WhatsApp and something so it's nice way to communicate but I never used to *like* well I sometimes *just* do but when you start going through all the pictures it *just* carries on scrolling and when you're supposed to be studying it *just* distracts you

22:33: Ja

22:37: I also a lot of a lot of the girls have said they've limited down their social media or they going off it for so many days because they actually need to study

23:10: We were told to get Facebook at the beginning of the year but also my cousin Kate she also and Bailey they weren't allowed to get it and I wasn't either because it we're not we weren't allowed we weren't eighteen yet that's was what it said so because our our matric leaders they were all saying you need to get Facebook to keep up to date with everything and we were *like* but now you setting a bad example to us we're not supposed to have it

23:39: So some of the girls who had it I was *like* they already had it so it was

23:56: It's be- it's huge

24:11: Young very small

24:15: Ja it's never nice I only got mine at the end of grade seven

24:16: Which is which they said it was fine but so so there were so many people in my grade who had them from grade five and when we went to Namibia there was a whole family *just* sitting on devices and so we were and we were all talking I was shocked by how no one was communicating and then you see the little people the little children in shops and stuff and they all have their parents cell phones or their own or their own iPads and it's *like* it's scary that no one's talking to each other anymore

25:02: No they don't know how to communicate and speak to the other people

25:27: Ja

25:30: Ja

25:32: Ja we also where in L.O and we were doing social media and our teacher showed us this video that there's this new thing that they just released Google just released that you no longer have to it's installed with your Google that you no longer have to make your own appointments you can put it into this thingy and they'll it'll literally phone the business and book your appointments

25:56: So you don't know anymore the businesses don't know if it's actually a real person or not because it has fake intelligence it was really scary

26:05: Ja it's *just just like* recently it's scary

26:17: Ja

26:19: We'll either crash and burn or we will carry on

26:29: Ja

26:48: For some people yes, for most people no because there's *like* there's certain people you don't want to speak to face-to-face uhm so you're you don't it's *like* if you're not 'cause I had the problem at the beginning of the year well I was friends with someone the whole of

term one and then me and my friend realised she wasn't actually a very nice person so we wanted to sort it out but we couldn't go and speak to her face to face because it was she was not that kind of person so in the end we didn't speak to her over social media but it probably would have been easier

27:31: But also maybe not because it would have given her something she could have cut out words and made it seem like we were saying something else

27:41: So it's should be easier to speak to them face-to-face but it's usually not which is

27:52: Ja

27:54: Difficult topics but *like* easy topics it's fine you can *just* speak but then difficult topics that you don't really want to speak about but you need to it's not easy to say

28:08: Ja

28:13: Ja ja

28:6: Definitely

P7

5:02: Yeah

5:24: Not really although my parents are divorced but we're actually going tomorrow going to Europe

5:31: Yeah

5:32: Yeah so we're going I'm going to Holland with my mom for two weeks and then my dad's flying to Croatia and I'm also flying into Croatia with my brother and we gonna go spend time in Croatia

5:43: Yeah we gonna go on *like* a nice boat and gonna be good

5:56: Yeah

6:00: Geez ja

6:09: Yeah that sounds nice my my my friend just went she was she went on the World Challenge sort of yeah well she stays she's in Joburg and she's went there and she said it was very nice

6:28: Yeah

6:32: Yeah definitely I wanna try some African countries as well

6:41: Yeah

6:46: Oh yeah

7:11: Uhhh I dunno I would probably *just* go around to go to places *like* walk around go up Table Mountain or could you *like* fly places no you can't really it's frozen (laugh) oh ja

7:40: That's actually a good idea ja

7:47: Yeah I would do something like that yeah

8:20: Defines a sport *like* mental and physical strain I guess the mental and physical strain on an activity to beat an opponent I guess 'cause- ja 'cause it's not just physical and it's not just mental and it's always against somebody I guess ja

9:00: I guess you're competing for time then

9:19: Uhh I well I personally really like hockey and I like watching hockey especially when it's *like like* the World Cup level 'cause everybody (inaudible) is *like* really really good and everything moves super fast but yeah probably hockey ja tennis is *just* a drag to watch it's a fun sport to play but you can't watch the sport

9:49: Yeah yeah tennis and squash kind of mix all the time when people play

10:07: Well I guess *like* I would not watch it on TV I only think like either you even going to the rugby or the cricket at the stadium is still fun 'cause *like* people are around ja

10:28: Yeah that yeah yeah there's *like* T20 and then there's *like* ODI which is T20's *like* twenty overs and ODI is one day

10:38: Those are good ja

10:58: Uhhm at the moment I don't know but the one thing 'cause we did we had to go do gym at our school and *like* the the lady there who *like* set up all the programs for *like* the gym and *like* every week she had a new one and every specific parts and specific weeks was quite interesting to me and maybe *like* physiotherapy but *like* not I don't want to do it at *like* a gym or anything *like* on at team but ja I think that a lot of School C boys have had that aspect

11:32: I don't think it always works out but that would be interesting but I want to travel after school to see and then that's what my brother did and he found what he was what he enjoyed to do

11:43: Yeah so he's studying to be a teacher yeah

11:58: Yeah

12:02: Yeah

12:10: Yeah

12:20: Yeah

12:26: I know there's I know there's Sports Science I haven't heard of a sports psychologist

13:10: Uhhm (5) in my life that I want to achieve uhh I would like to travel *like* a lot 'cause I really like traveling and uhm something I would like to do with that and maybe uhh do something with *like* cleaning or *like* helping the Earth or cleaning conservation 'cause I think

it's quite bad *like* all the pop- or uhh pollution especially in the ocean maybe *like* something to do with doing that for a little bit would be quite cool

13:48: But not anything else major

13:58: Uhh yeah I think so it's *like* uhm *like* I wanna go uhhm Greece sounds really nice I wanna go to *like* definitely somewhere *like* Thailand Vietnam or *like* Cambodia one of those more remote places I think yeah I might try that sort of Middle East thing or not Middle East but Asia

14:31: Ah Peru in South North South America

14:41: Twenty-four yoh that's hectic

14:50: Yeah that is very expensive

15:00: Yeah that's pretty cool

15:13: Yeah I do I use uhh Instagram and WhatsApp and that's about it Snapchat not really 'cause I I used it for a little bit and then I got bored I just use it to talk to one person that's about it

15:32: Yeah no she she likes this app so I use it sometimes other times I *just* can't be bothered

15:52: Yeah

15:57: I I've never used Facebook I only I only *like* used it when I was younger to *like* log in for games or something but that was honestly *like* my brother and my mom use it *like* quite a bit and I *just* don't understand it I also use Twitter sometimes as well Twitter *just* looks so much better to me than Facebook yeah

16:29: Yeah Instagram's *just like* a normal thing that I use Instagram and WhatsApp it's *like* properly that I use

16:40: Yeah

16:57: Yeah yeah I sometimes *like* there are sometimes parties that are put up there but mostly now *like like* all our grade or our age group normally does is *just* put it on WhatsApp and then you *just* add people into the group and you *just* make multiple groups and keep adding people so that's for that but that's for more *like* more people that you know 'cause then you need their number I guess Facebook's anyone can really look at it if somebody's if one of your friends I has looked at it or I'm not really sure how it works even

17:55: Uh probably probably WhatsApp or anything if I needed *like* get hold of them but I normally just use WhatsApp if *like* made plans somebody or *like* give information *like* can you pick me up here or something I don't really use it to *just like* talk to somebody *like* if you wanna talk I can't be bothered

P8

5:02: I don't know how often that happens either it happens a lot in movies

5:12: Yeah but I don't know what yeah why

5:36: So you can eat

5:53: Yes yes well camping yes yes we're going away this we- this year so I'm quite excited
yes

6:03: Uh Storms River we've been there quite a few times we're going back

6:13: I think ja we have been yes (inaudible) I love camping I don't know what it is but I do
love it

6:27: Yes yes

6:55: Don't know no there isn't 'cause I wouldn't want to steal 'cause that's *just* bad so and
everyone else is not moving so it's just you uhh I don't know I really don't know I really don't
know

7:29: True (laugh) you can spot them no I'm joking you can spot them

7:40: Yeah I know that's the more important one

8:24: Ok

8:28: Uhm a physical activity that's what the definition would be any physical activity can be
a sport

8:50: Yeah it's not a physical activity but mental mental and physical activities
(inaudible)

9:08: Rugby or tennis is there something going on all the time cricket quite slow hockey I *just*
don't enjoy never really got into hockey so ja rugby or tennis 'cause there's something going
on all the time

9:29: It does yeah yeah

9:44: Yes Instagram but I don't post anything I just look at other people's posts (laugh) same
as Facebook but I don't use Facebook anymore I used to but I don't I *just* have it I *just* have it
on my phone

10:10: Oh Instagram's like that but I *just* don't post anything so people get bored of following
me (laugh) I just follow other people

10:24: I know I don't know why I don't really know I don't understand

10:38: I don't like pictures so I don't use it I don't like pictures
(inaudible)

10:51: People like the streaks apparently trying to go on for as many days as possible I don't know don't know yes

11:01: It is

11:12: Yeah it's true

11:24: That's my my sister's also *like* I wanna go away

11:32: Yeah that's that's ja

11:59: Probably but I I prefer talking to people in real life it's more real *like* now it's more real uh you don't you struggle to know what to say when text messages compared to *just* free when you talking to someone in real life

12:15: But it's easy to delete (laugh) yes (inaudible) and see what they yeah

12:23: It's the easy way out

12:30: Yeah yeah and you can *just* you don't need to yeah

12:40: No yeah or *just* annoy you go ping ping ping ping ping

12:56: Ok I don't really watch movies that often so I don't know what I would say uhm no not really probably one with my parents but I have no idea what the show was called (laugh) uhm it was *like* bad jokes and *like* it wasn't very good imagery yeah it was *just* bad (laugh) I didn't enjoy it my dad enjoyed it but he was the only one in my family I don't know why

13:29: No

14:05: Yeah yeah bad filming

15:02: Uhh (10) probably the self-driving cars that would probably be mine 'cause that's quite cool

15:28: Exactly it's a good idea it's going somewhere there you go

15:36: I am so happy one up on you

15:49: Awesome I've achieved the goal finished before the time yes

P9

4:57: *Like* on most things you can *like* delete it before they see it or stuff *like* that but I think in real life uhm you're more *like* prone to not *like* go overly *like* aggressive or whatever *like* hide behind a screen or something *like* that yeah yeah

5:22: Yeah yeah that's the only time

5:37: Yeah it's *just* so difficult yeah

6:04: Uhm either *like* uh a teacher *like* teaching *like* studying education and stuff or accounting somewhere in the business *like* world yeah

6:22: Yeah I'm thinking of doing *like* a gap year maybe *like* a structured gap year *like* either au pairing overseas or somewhere or doing stuff that *like* other people at our church have done *like* Karen did that stooging thing overseas uhm but I don't think I'll do a gap year that's *like* un- *like* structured I don't know *like* yeah yeah

6:59: Oh yeah yeah

7:18: Yeah

7:27: I used to play guitar and now I have *like* a ukulele but I hardly ever play it yeah

7:35: I do in the holidays yeah

7:44: Ja I have tiny hands so my guitar teachers *like* I don't know how you *like* do this

8:01: Yeah oh my gosh that's how my mom had to tell me *like* go practice guitar I was *like* no please

8:32: Uhh ooh probably *like* this could be dangerous but *like* telep- uh *like* knowing what people think *like* mind reading that could go *like* different ways but probably that

8:46: Yeah

9:04: Yeah yeah

9:28: I'd probably choose TV series 'cause they go *like* long and it's *like* building up to something it's exciting

9:41: Yeah yeah you know it already *like* TV series you don't know what's going to happen in the next episode and the next one

9:50: Yeah yeah

10:15: Uhm there's not *like* one *like* specific thing I *just* oh I haven't *like* really thought about that probably *just like* matric *like* doing well in matric and *like* getting *like* a lot of *like* A's hopefully stuff *like* that yeah yeah

10:50: Yeah

11:05: Uhm we go on *like* a couple *like* major *like* big ones and then throughout the year *like* small little weekends and stuff *like* that but we recently been on *like* a cruise to in the to

Mexico and stuff *like* that with *like like* the whole family everyone yeah it was really fun

11:28: To *like* America and stuff and me and Dylan have never been there before so it was *like* a real experience for us to see *like* how 'cause you always *like* see *like* America's *like* basically *like* on TV it's *like* the world *like* that's America is *like* the place when you go there it's *like like* cool to see how it actually *like* is there yeah yeah

11:58: Yeah

12:34: Ah I'd probably *like* go and *like* ooh (laugh) I was actually thinking about this the other day *like* freezing time you *just like* doing what you want nobody can *like* see you and stuff *like* that (6) probably *like* walk around and *just like* 'cause *just* walk around to shops and stuff and *like* not steal the clothes but you know look at them they can't do anything

13:36: Yeah yeah that yeah *like* walking around by yourself is not *like* South African English anymore but if you just froze everything nothing could happen

14:50: Uhm I was thinking about that the other day *like* the marks *like* the marking system *like* how you give somebody *like* a number or for *like* a test that they do and I think to *like* a certain degree it's good to *like* give people goals and stuff to work towards but also *like* everyone's different and we all *like* have different ways of learning so *like* some people might not be good at writing things down *like* getting stuff out of their head onto paper and stuff *like* that

15:22: So I think *like* I'm very verbal *like* learner and *like* when I study I talk to myself when I study so I think that *like* there should be different ways of testing *like* on paper or *like like* verbally testing somebody I think it would be *like* cool if they did that

16:04: Yeah yeah or I *like* we do a subject called Sport Science and they mark it so strictly *like* if it's not word for word in the textbook but they mark it wrong but if you *like* understand it that's *like like* I think learning is *like* understanding the things but the that's also *like* the thing on standardised test *like* it's word for word *like* almost parrot learning yeah yeah

16:44: Yeah yeah

17:21: Uhm probably Interstellar I my brother loves the movie he watches it ev- *like* literally if he can he will watch it all the time and he will pause it probably because of him that I don't like it *like* when I watch it by myself I *like* didn't not enjoy it but it was *just* kind of *like like* I didn't *like* understand the point of it *like* why but 'cause he *like* always he analyses it always so he'll pause it and then *like* think he was *like* why is this happening and then he'll start again and then watch and pause and *like* it's so annoying

18:01: So probably that's why I didn't like it yeah

18:17: No oh my gosh

18:57: Uhm (8) probably *like* a lot of people uhm it's not *like* a fashion *like* internationally but *like* uhm my age uh girls when they go to parties they wear *like* School D's tracksuit *like* rain jackets and stuff with their normal clothes and I *just like* don't understand why they do that I know they think they look cool or something *like* that but a lot of kids *like* wear their school or *like* a boys school top with their *like* casual clothes going out

19:40: Yeah yeah it is I really don't understand why they do it yeah it is really weird

P10

5:04: Ok I would go to Dubai and I would ride on water slides and stuff and then I'd go to different countries and go *like* on roller coasters and stuff

5:23: I don't know I *just* always wanted to go to Dubai

5:49: Oh yeah

6:28: Uh hockey probably I like watching all sports besides for cricket

6:47: I go to the stadium often because I've got *like* two brothers kind of and then my dad and then they *just* go yeah

7:05: Oh yeah

7:30: What is the definition of sport a physical thing to do I don't know

7:41: No yeah

8:07: Yeah and ballet is not a sport and you do more in ballet than you do in fishing

8:19: Other yeah

8:27: Yeah

8:35: Yeah but it's better if it's competitive

9:05: A sports commentator

9:15: *Just* not cricket

9:28: 'Cause I like watching sports and playing sport and then *like* before that I wanted to be in the Olympics but I got over that yeah

9:54: Yeah I don't know what to do either

10:08: Uh speed

11:11: Yeah *like* every year we go with my dad 'cause he gets a free ticket yeah uhm this year we going to Rio or Brazil I don't know what other places

11:30: America but I went with my mom to that one yeah

11:37: We went to Florida Orlando I've been to Disneyland yeah I can't remember I was four

12:21: No I'm not allowed to

12:37: Facebook no

13:12: If I don't like it I *just* don't watch it yeah if it's a movie that I don't like my brother probably picked it yeah

P11

5:04: Ja study first for sure ja

5:29: Ja

5:34: Ja start your company ja

5:36: Prob- *like* in Africa though 'cause *like* so much growth with potential in Africa so

5:47: Ja uhm no not really *like* it's got to be something tech- *like* technological 'cause *like* ja

5:57: But ja somewhere there so I want to do *like* business *like like* something *like* to do with *like* business uhm something to do with *like* technology and business at uhm study something *like* that ja

6:20: Ja ja sure

6:37: I see what you're saying ja

6:48: For sure ja

7:03: Mindreading for sure actually ja

7:09: If you know what people are thinking you can control everything if you know what they're thinking

7:20: Ja

7:29: Oh ja that's also clever

7:40: Ja I know you could ja it'd be cool

8:01: To watch cricket T20 cricket or basketball probably T20 cricket *like* 'cause obviously I can't watch basketball 'cause only online 'cause ja but T20 cricket probably

8:37: Ja

8:42: T20

8:45: Ja I know it's nice I like it

9:05: For one day *like* I want to travel but *like* I don't know if one day is enough to do that but *like* definitely *like* travel and *like* see new places

9:26: Oh right oh right ja obviously (laugh) I know people like Disneyland ja

9:40: Ja ja I'm the same I don't really *like* they don't appeal to me that much

9:47: Ja

10:11: Ja we do every year

10:16: Ja I've been on my favourite one Hong Kong my favourite one ja

10:30: Everyth- *like* there's a lot to do *like* they have Disney World there that was Sally who went there uhm we ah *like like* walking around the city is nice and then they have *like* a river there and mountains and you have *like* it had everything I like it its great

10:48: Ja you can

10:50: You can ja that's it's really great I like it

10:56: I don't know I *like* I've been to New York and London as well and for me *like* it's *just* much better this place is but *like* everyone disagrees but I nah I like it

11:05: Ja

11:10: Oh right ja

11:15: Ja

11:19: Ja the same Hong Kong is the same

11:28: Ja

11:29: Ja

11:43: Oh right where did you go

11:46: Oh ja I haven't really done that I've only been to England

12:06: Ja apparently Italy is probably nice

12:11: Italy I want to go there

12:20: So many people a lot of people

12:23: Ja

12:29: Ja

12:36: Ok

12:40: Ja

12:58: Ja

13:03: What social media platforms

13:05: Ja uhm ok

13:06: Uhm Instagram Snapchat I don't know if WhatsApp is a social media

13:13: Not really I don't know

13:14: Ja

13:19: Just Instagram and Snapchat mostly

13:28: Ja I know I don't use Facebook anymore

13:25: Nobody really uses Facebook anymore

13:43: (Laugh) got into it ja

13:53: Ja no for sure

14:07: Ja and then take a photo ja
 14:33: Not really no
 14:36: Not really
 14:39: For me not really
 14:12: But I think a lot of people do consider it but maybe actually
 14:28: Maybe
 14:57: Ja ja no you're right ja
 15:17: Ja
 15:18: And quick and easy ja
 15:41: Ja start my own business again and and expand into Africa
 16:49: Ja

P12

5:02: Ja we uh the under sixteens won eleven times in a row for province all with the same coach so ja
 5:11: And then the under eighteens uh last year they came first this year they came third or fourth ja so they uh the under-eighteens kind of bounce around
 5:23: Yeah
 5:29: Yes I've been to England and Namibia and Zim outside of South Africa inside of South Africa I I've been all over uhm but not
 5:42: Uh I've close close to yes mostly 'cause of hockey
 5:47: So that takes me around a lot and then also when we came back from Zim we went all the way to the top and down
 5:55: It was cool it was a bit weird especially we didn't get to really feel the city because we were with our grandparents and also I was in grade seven so I was quite young
 6:04: If I'd gone back now it would be a lot more fun ja
 6:08: But it was cool I enjoyed it it made me want to go back
 6:12: Uh we were based in Manchester and the Lake District uh in Wales uh ja and Wales and we went through to London for one week but mostly we stayed in Manchester
 6:26: Yes yeah we went yeah I think we watched West Ham versus Manchester it was cool
 6:36: Yeah the most I remember about that is uh having a little designated corner in the stadium for the West Ham fans everything was red and then they had a little blue corner
 6:48: Yeah

6:50: Ja ja that was cool yeah it made us kind of realise how different South Africa is from the rest of Africa it's not the same

7:01: Ja ja on the Kariba

7:06: Oh uh ja well our aunt our godmother uhm they hired one ja it was cool when you look around you feel like you're on the ocean but then ja it's not you're catching (inaudible)

7:22: We did we saw crack- uh crocodiles Terrapins uh it's *like* a biting turtle

7:29: Ja uh elephants rhinos I don't know if we no we didn't see any lions I don't think we saw a really big tree it was apparently a a significant moment was when we saw that really big tree

7:43: Yeah I think it was one it was huge and there were *just* elephants all around it was pretty cool

7:50: Ja and hippo's everywhere

8:02: No uhm I think ja they dedicated themselves to their purpose and it's kind of their whole life but I think they do get paid too much for what they do I mean there's literally no point to sport besides *like like* for actual reasons they're not doing anything really constructive they're just doing it for pleasure we- they might not think so at the time because it's really painful what they put in but if you look at it in the grand scheme of things

8:31: Yeah

8:44: Yeah and we do mocks uh we do matrices we do grade nine and we do grade six I think

8:53: Ja and the (inaudible)

8:57: The South African Annual test thingy

9:00: The one that they used to judge all the languages in places

9:04: But I think that's pretty pointless 'cause in my year we *just* didn't do it and they were *just like* nah it's cool

9:11: *Like* is it important I don't know

9:28: Oh uh there's a new bike that doesn't use a chain uhm yeah *like* bicycle ja it instead of working like a piston uhm it uses gears and it spins the opposite direction to how you pedal so you pedalling this way and then it spins that way and then instead of having a chain that connects to the back wheel it's just gears that mesh and then how you change the gear is how far or how close you are to the centre of the circle or the wheel and then the further away the harder it is the closer you are the easier it is and that's how you change your wheels and that way you lose less energy and stuff through your your chain

10:14: No so I thought that was really cool and also it *like* you get a lot of chain breaks quite it's quite common and that you don't you don't really get chain breaks because there's no chain

10:26: I enjoy it I if I could do it more I would uh back in grade eleven and grade ten I used to do it quite a lot with Ben a friend of mine we used to go through to Stellenbosch we used to do mountain biking

10:38: Ja ja *like like* crazy ja but ja ja

10:57: Uh I saw The Incredibles two twice uh I thought it was cool but it didn't fit to the point the whole point of Incredibles one it finished with the Underminer dude coming up and then in number two they *just* never ja they never finished that they never caught him so I thought that kinda

11:21: Ja make a number three but how long will that take

11:25: Ja but it was cool *like* I quite enjoyed it I quite enjoyed seeing Jack-Jack's powers that was fun ja

11:32: Ja and Deadpool two also that was good fun

11:37: Uh ja I quite enjoy them especially the uh what's the the new Avengers but there we go Infinity War I quite enjoyed that 'cause it went right by the comics everybody *like* got wiped out

12:00: Oh ja ja I think I think if you're keeping up with Marvel movies don't really watch uh read the comic books 'cause you're going to get let down but I thought in the last in Infinity War they actually they did they did really well ja so that was quite fun

12:17: Uh I do I *just* don't remember what it is

12:22: Uh I quite enjoyed Black Panther but it wasn't that one uh which one was it

12:30: Uh yes yes Iron Man three yeah it is that was terrible they shouldn't have made that yeah

12:39: Oh it was Doctor Strange he was my favourite yeah

12:45: Oh no he's got *like* the trippy kinda ja

12:50: It's also why I quite like him 'cause I mean he saved the universe more than *like* every Marvel movie is kinda about the hero saving the universe but the only one to actually do it was Thor and Doctor Strange and Doctor Strange did it with nobody knowing because he *just* reset time every time it's *like*

13:12: I don't know if it was Jessie or somebody moving upstairs

13:28: Uh yes ja I think so

13:34: I think I think AP Maths should actually be enforced up until grade ten because the amount of stuff that makes more sense when you learn more about it is huge when people teach you the basics of Maths they teach you how to do stuff but they they don't teach you why and then you kind of *just* get lost and then when you learn when you do AP or anything advanced or after Maths that they just teach you at school you find out the reason why you do what you do

14:00: And creating that link I feel I found in school is very important and it was super useful and it's actually helped my normal Maths (inaudible)

14:08: So I think people shouldn't just learn Maths they should learn why they're doing it and uh that's why I think it should be mandatory to actually go above what we are doing at the moment

14:19: Ja ja ja

14:25: Oh uh the speed at which you learn and the content that you cover it's very different it's more real world but that's because you're applying the Maths which is great so you're seeing what you're doing on paper this is what it looks like on a graph and this is why you're doing it so ja this is uh 'cause they always tell you in Maths that you're going to use it all over in the world and people will be *like* I'm not going to use this I'm not going to use pythag's theorem when when am I going to use trigonometry and then doing AP Maths you're actually *like* oh you're using it for something very simple you're using it all the time instead of *just* estimating or guessing what this is you can work it out really easily so it's pretty cool

15:10: Ja ja

15:15: Very ja that and English

15:17: Uh I would say if they had to keep two subjects it would be that and English because English teaches you how to argue and how to *like* formulate your ideas and stick by your principles and then Maths actually teaches you how to digest the problem and work through it

15:37: Ja that's true

15:45: Ja but uh ja I- I've had some really terrible English teachers and I've also had some pretty good ones (inaudible) uh no I didn't I missed him ja ja I had him for debating though for a bit ja

16:01: Uhm Ms Ames and Ms McCarthy they they kind of on a par Ms Ames slightly more uh I had her longer and she was really cool she was the first one to kinda

16:12: Uh she taught English ja well they both taught English there were kinda my favourite teachers are English and Maths teachers 'cause it's the only two subjects I don't really fall asleep in

16:21: The only two interesting ones at school but ja they they they were the two best they they were the ones that when you going through a comprehension or something or a poetry thing they actually challenged you instead of putting up a Powerpoint and being *like* this is all the answers which is really cool and they ja

16:38: They they were the only ones that went outside of the English syllabus they were *like* we know that you guys know English so let's teach you about life so that was cool

16:54: Ja ja

17:07: Oh I go with everything ja depends how the atmosphere's *like*

17:17: I have watched the first game and the last game and that was about it I did yeah

17:23: Ah that was painful to watch they both scored the equal amount of goals but they still lost ja

17:33: That's probably 'cause you watched it from the French embassy

17:37: That was cool though I enjoyed it

17:48: Ooh Tale of Tales it was terrible it was an amalgamation of Germany fairy tales so I ja it sounded interesting and I read the back and I was *like* this looks really good and it was supposed to be well I don't know it turned out it wasn't but I thought it was going to be *like* a fairy tale that leads into another one that leads into another one instead it was three different plot lines that didn't cross until the very end and when they did cross we didn't know why so *like* it was random and they weren't even good *like* there was no theme behind them so when the story the the fairy tale happened we were *like* but what is happening and ja it was *just* ah it was so bad it had a *like* a really weak plot and there were three of them which made it even worse I'm *just like* what

18:36: Ja Birdemic yeah I saw it four times so bad and Birdman ja the marv- ah I couldn't stand it the Marvel one the the Birdman Marvel where he *like* floats in a he's *like* a movie producer ja ja I couldn't stand it ja

19:05: I dunno I *just* uh I dunno if it was *just* (inaudible)

19:09: Yeah that's why I watched it I was *like* (inaudible) ja

19:17: Ja

19:20: Oh the the one with Leonardo ja uh I'm not sure

19:25: But that one was pretty good that was also cool 'cause you could uhm ja well I read up the back story 'cause it won and what uh DiCaprio did to get into the role was really cool and then you can see it come through in the movie it's *like* he actually crawled on his hands and his knees and he crawled *like* fifteen kilometers or something I was *like* no

19:46: He's a crazy actor ja so it's pretty cool

19:56: I would hope so uhm I haven't specifically planned for it specifically I haven't gone around and been *like* I want to do this uhm to make the world a better place because of this

20:08: I kinda ja I it happened I hope it happens as a by-product of what I do

20:14: 'Cause if I become a physio it will be helping people and then as I help people hopefully yeah make the world slightly better but ja I haven't gone out with the idea of making it a better place

20:26: Uhm I've been quite involved in School C service but that wasn't so much to make the world a better place it was more kind of a it *just* felt cool *like* it was- service is really nice it's a really cool pillar uhm it's really fun the guys there are really cool it was cool helping people but I never went out with the idea of I'm gonna make the world a better place

20:50: Oh ja so there's sports academics culture and service and then they're supposed to be equal but we all know that it goes sports then service then culture oh then academics and then culture ja cultures on little end uh they have tiny budget shame

21:07: But they do the most work especially oh uh especially prefects wise uh if you look at the prefects the academic prefect does hardly anything uhm it's really funny watching him work the sports prefect does nothing he uh

21:26: Ja I'm a house prefect ja that's they have the roughest job because they *just* get thrown stuff last minute

21:34: 'Cause of course if you're a pillar prefect your uh portfolio heads if they mess up it's generally a really big thing so they don't rely on you as much and if they do they give you lots of notice versus a house head if they mess up it's just their house that *like* something happens to and if they don't really mind then there's nothing you can do

21:57: So you relying on somebody who's not very reliable to give you dates all the time so for me I've organised it that I get all my notifications from not my house head but somebody else because I know mine is useless so I make sure that I have everything in order so that when he messages me the night before I can *just* send it to him and then that's really cool and he thinks I'm doing greatly *like* woo but all I'm doing is making sure that I'm doing what the other prefects are doing he's *just* really behind

22:25: But uh ja it's rough getting boys to do stuff that they don't want to do 'cause nobody likes inter-house events 'cause unless it's sports day maybe but I mean otherwise you're doing sport extra when you already have a practice or a match later you don't really want to do it you don't want to be at school for this when you don't have to be you're not learning anything so why are you at school

22:45: And then that resistance yoh it kills you especially for inter-house singing 'cause they give you they give you *like* three hours a day to practice and you're stuck with sixty to a hundred and twenty boys 'cause of course it's the last week so not everybody comes I think we had three matrices at the very end there are supposed to be twelve so that was great

23:04: And then you gotta try and deal with all these boys that don't want to be there now they're sitting down for three hours so so they're losing it slowly and then ja

23:13: It's a mission nobody wants to sing nobody likes singing and then ah it was tough

23:21: Ja it's kinda rough ja

23:26: Everybody thinks that uhm house prefects easy I mean I went into it going I'm going to be a house prefect 'cause it looks easy little did I know I was about to get slammed with work

P13

5:00: Yeah I think I was *like* five or six then

5:05: Uh so I went to I lived in England when I was three and four and then I went back there I think it was in twenty fourteen ja at the end of twenty fourteen

5:20: Uh I went to my well to my grandparents have live in a village fair I went to stay with them pretty much

5:30: Uh no I we moved around a lot

5:36: Uh my dad is an engineer but he's currently in between jobs and my mom is a physio

5:58: Uh well I suppose if you're comparing them to other entertainers they're not really that high but for something that I suppose I maybe entertainers as a whole should earn less of a salary but that's really uhm quite hard to do

6:23: Ja

6:36: Not really I haven't seen wait what was the last movie we went to see uhm oh ja I went to see Solo I got halfway through it and then I had to leave

6:50: I had to leave to go fetch my sister no ja

6:56: But yeah I went to see Infinity War and Deadpool was also quite good

7:02: Ja ja

7:07: Yeah I've seen all of them

7:10: Uh the half I saw wasn't that bad

7:20: Yeah but it *like* carried on a bit long

7:31: Uh I watch a lot of TV series so probably Game of Thrones Westworld uh Rick and Morty uhm The Simpsons and Futurama

7:45: Uh I'm not sure I *just* watch random episodes

7:52: Ja ja

8:02: Ja

8:06: Ja but it's *like* nothing compared to The Big Bang Theory

8:09: They get paid a million dollars an episode but they have twenty episodes in the season as opposed to Game of Thrones where there's *like* six or seven (inaudible)

8:30: Ja I play uhm I occasionally play *like* GTA and VSO but I'm mainly play uhm well and (inaudible) but I mainly play uh RPG games *like* The Witcher and Skyrim and stuff *like* that

8:54: Hours is probably *like* two hundred and something because I played it on my Xbox and then when I moved to PC I've played another character and then I got the uh what is it the special edition which was the pre-release of it I played I think two more characters on that

9:20: Yeah I played it for a bit uh it yeah it is fun but it's *like* Cartoon-y fun

9:34: No

9:44: Not really

9:54: I don't want to go into finance after accounting but I probably want to do engineering

10:05: Uhm I'm not really fussed about that

10:11: Uh either to England or Canada or America United States

10:30: Ja uh well yeah I've been reading Baptism of Fire which is uh the books The Witcher books which are translated from Polish to English yeah those are good and yeah those are the last ones I read

10:50: Uh the game came after the books and then it's sort of *like* the games a sequel to the books

11:17: Pizza uh probably ham olives artichokes and mushrooms

11:43: Uh I'm not sure really probably VR

11:55: Uh probably not programs but they'll probably *like* they'll probably do what they doing now and focus on gaming

12:12: Uh they're not that good I know they made *like* Skyrim on VR but I think they're all pretty much they haven't quite configured it right yet

12:47: Uh I occasionally watch rugby with my dad but that's about it

12:53: No

13:02: No uh I think they don't really focus on the importance of *like* Maths and stuff and compared to other education systems uhm *like* our Maths is significantly worse also with things *like* IT we learning in Delphi which no one in the world actually uses and it's very expensive to run as opposed to something *like* Java which is still useful but free

13:30: And also uh they don't focus enough on literacy which means by the time you after you get to grade three and four uh you have a problem where if you don't know how to read you're pretty much going to fail for the rest of your life your school career

13:56: Yeah

14:08: Probably improve it because it's made it easier for people to learn on their own as well

14:16: Sort of not only physics really uses them

14:26: We have no I think well physics uses them and we have our Maths textbook on them and that's about it

14:40: Yeah uh second time I hit a pole

14:50: Ja a Ford Fiesta

15:00: Uhm probably super speed or the ability to slow down time

P14 and 15

5:05 P14: I'm big into hotels

5:05 P15: Because the change in smell when there's a hotel smell which is the same everywhere and then you open the window and then in that moment it's always different depending on where you are

5:30 P15: Oh so many so many wacky things oh there was that time that Rose and I when we were in grade ten we were both ver- even look younger than we were we were in Thailand in Khaosan Street and for some reason I was wearing a suit 'cause we'd come from debating and Rose was wearing *like* a ankle length sundress and a sun hat in the middle of the night and these drunk American tourists came up to us and asked if we could do both and we didn't know what they meant well after some confusion we realised that they honestly thought we were *like* fifteen year old prostitutes in a suit and a sundress that was weird

6:06 P15: There was also a time where Steve my stepdad gave me uhm a whole bunch- we were going to Turkey- gave me *like* twenty Turkish lira and then a whole stack of Thai baht that looks very similar if you flip through it 'cause they use the same kind of *like* numbers but is worth nothing

6:31 P14: Well I guess I got deported

6:33 P14: It's quite difficult to top that

6:36 P15: Good thing you weren't (inaudible)

6:40 P14: Good thing I wasn't (inaudible) getting deported was pretty uhm the worst part about it was waiting in the cell

6:44 P15: The cell (laugh)

6:45 P14: But as soon as everyone recognised that I was clearly not a terrorist and didn't have any *like* you know ambition to start a coup in Turkey and they let me out and I got to roam around the airport- that was alright

6:57 P15: Did they put you in handcuffs

6:58 P14: No they didn't put me in handcuffs but I did have an affidavit to go home so I technically illegally flew home 'cause you know the way it works is that you it's an affidavit to fly without your parents

7:08 P15: Oh oh

7:10 P14: But with a guardian but when I was getting deported I didn't have a guardian to take me back to Cape Town so I couldn't legally get on the plane the only reason that I was allowed on was because the cash the checker person who was waiting at the front desk couldn't read English so I gave them my affidavit that told them I had a guardian I clearly had no guardian

7:28 P15: Wow wow

7:33 P14: Ja I could've

7:37 P14: Ja

7:38 P15: Until Mark came back at the end of the tournament to take you home

7:43 P15: Imagine waiting at the airport for *like* a week

7:48 P15: Ooh there was that time the first time we went to Thailand as well where we went to a bar and then the two waitresses offered the youngest person in our group who I kid you not was fourteen- they were *like* do you want to have fun sex and she was *like* uhm excuse me, sorry what what and they were *like* for you free friends discount but for you free that was a good one Thailand was *just* a great place

8:16 P15: Or we tried to walk down an alley to take a shortcut to get to our hotel and there were these men who looked like they were shooting heroin or something at the beginning of the alley but it was quite short so we were *like* no we can make it and then the creepy people at the front honestly *just like* made this x sign to us and *just* went *like* this and then *like* shook their heads at us so we couldn't go down the alley

8:35 P14: Not heroin in Thailand though

8:38 P15: I don't know what it was

8:39 P14: Some

8:39 P15: But they were *like* rolling up just one sleeve and something so who knows

8:48 P15: I dunno maybe they were *just* showing each other their tattoos but

9:10 P14: We only stayed at nice hotels

9:12 P14: No I have you tell your story first

9:24 P14: Was it grade seven tour

9:48 P15: Oh God

9:55 P14: Geez

10:10 P14: Yuck

10:19 P15: Ooh that's terrible

10:20 P15: I definitely don't have a worse hotel story except for company again where one time we were staying in it was the same hotel you were there for AWSDC uhm

10:29 P14: The Grand Jasmine

10:30 P15: Uhm

10:30 P14: The Jasmine

10:35 P15: Ja the really nice one and then we were just there for for a brief while because we were there for a different tournament so we were sort of there our beginning was their end but anyway we were there and we had a rather eccentric team captain Dean who thought that it would be pretty acceptable for him to wear the hotel bathrobe to the lobby

10:55 P15: So there he goes and he puts on his bathrobe and for all we know has nothing underneath and the rest of us are all in *like* reasonably normal clothing and then first the door opens and these Thai tourists were with- busy wheeling their suitcase woman claps her hand over her little kids eyes and drags him to the side then a little bit further down we see the Swedish team who are also there to compete and they open and they look take one look at Dean and Dean was *like* heeeeey at them and then they *just* actually ran away so

11:28 P14: I actually

11:28 P15: That was probably the worst

11:29 P14: I had a very bad I had a very bad hotel experience because we always used to stay at nice hotels especially when we went to Turkey for the Turkish tournament

11:36 P14: But one year it was too expensive to stay at the nice hotel so we had to go on a budget and we were at this backpackers that Mark had booked us and it was very cramped very small we were three people in a room with just one bed uh and the bathroom was *like* in the room itself but only separated by a small door and through the door was a toilet and a shower but there was no separation between the two so every morning that we would get new toilet rolls and we'd turned on the shower the shower would *just* wreck all of the toilet rolls (laugh) and it would *just* be paper mache by the end

12:11 P15: Eewww

12:12 P14: *Like* a week it was horrible it was the same time I got deported so I got there later I only had to stay there for four days other people had to stay there for five

12:20 P15: Gross Mark disgusting

12:21 P14: Ja it was terrible

12:29 P15: Your place to get a nice shower was eeeuggh

12:30 P14: Ja and it was no place nearby to wash our or dry our clothes 'cause it was raining it was during winter

12:38 P14: So people were- other *like* guests were out in the hallways with hairdryers tryna dry their clothes 'cause it's so rainy there

12:47 P15: Wow

12:47 P14: It wasn't very nice

12:54 P14: Istanbul it was in yeah it was trash never again it The Grand Halic is very nice

13:01 P15: Ja

13:10 P14: You know what Greek people look like

13:13 P15: Yeah well basically they *like* bridge Europe and Asia so they

13:18 P14: Ja

13:26 P14: You do get people from Turkey who are ja

13:36 P14: People say Turkish men are hairy

13:39 P15: Ja they generally they kind of *like* somewhere between *like* Greek and *like* the rest of *like* Arabia

13:47 P14: Arabia

13:48 P15: So I think you get a mix

13:54 P14: Ja

13:54 P15: Ja

14:23 P14: In the tertiary education system I could go on

14:29 P15: You take it you go

14:30 P14: The tertiary well obviously the primary and the secondary education sectors messed up because it's poorly managed and it's possibly underfunded because everyone steals money but I mean the problems are mostly internal to do with government funding the problem with the tertiary education system is mostly because everyone wants it to be free and if it's free no one can afford to pay for the journals that make it good they can't afford to pay the workers that make it nice can't afford to pay the academic staff that make it a good place to be studying

15:04 P15: Ja

15:04 P14: And because of that it means that everyone gets a worse education

15:08 P14: This is annoying though 'cause I think Jane and I *just* agree on this so there's no *like* point in

15:13 P15: Well let's get with the aside from the Fees Must Fall and all of that I think there's the other problem with tertiary education is at the moment there's kind of *like* to get a decent job you need a degree *like* there's no one really *like* you can't really get *like* a proper good job that pays you well middle class if you just have high school like you could back in the day

15:33 P15: Which means that a whole bunch of people who

15:36 P14: Shouldn't be there

15:37 P15: That don't like academia are forced into universities and that means you *just* got miserable people

15:46 P14: Ja

15:50 P14: Technikons

15:54 P15: Ja but even if you don't learn a practical skill *like* you used to be able to use your matric maths to do a corporate job now you need *like* a Bcomm to do a corporate job and it's *just like* everyone's overqualified the problem is then that the universities spend a lot of time catering to people who don't want to be at university so there's all these rules about how you're forced to attend lectures 'cause a lot of students will fail if they don't attend lectures

16:20 P15: Whereas if it was only the people who were *like* the academic elite who really loved academia you either wouldn't need that rule or the only people who'd ditch would be the people who would ditch responsibly

16:29 P15: So basically *like* it kind of becomes a bit highschoolish because they feel like they have to cater to the people who should have stopped their education at high school

16:38 P14: Ja there are good solutions though *like* if you have a cross-subsidisation where the wealthier students well firstly what you do is that you empower technikons and universities of technology uhm and you make their qualifications worth more because then you can get people into practical education which is probably more valuable to them

16:57 P14: *Like* if you do a two year diploma or one year diploma in computer science you already got the barebones qualifications required to do a lot of the technical work in corporate life so you don't need to do three years of philosophy or you know lots of people who don't care about that stuff are still inclined to do it 'cause they think that it gives them more of a job so if you make it more likely that technikon ah technikons and their diplomas and their

degrees mean something you'll get less people who don't want to be at university at university

17:30 P15: Ja

17:30 P14: Then you also have cross subsidisation to pay for poorer students who deserve it but can't afford it also deferred payment where you can get them to pay their fees by working in jobs once they graduated so there are solutions

17:43 P15: Ja

17:45 P14: People don't like them though

17:46 P14: Ja this is also *just* the rush to the top in general when you have lots of people who don't want to be there because if everyone has a degree then to get the next job you need another degree and now everyone has to do honours now everyone has to do Master's and now everyone needs a PhD and it *just* means that firstly it's a huge amount of money to get more and more degrees

18:05 P15: And it also *just* means your work force takes *like* an extra six years or something to actually start working properly because they *just* need more and more qualifications and things that won't actually help them in their job at all

18:19 P14: Ja

18:21 P15: Ja

18:25 P14: Oh there good things oh there are lots of good things

18:28 P14: The library is pretty good

18:29 P14: Firstly free the free well free access yeah I mean you pay your fees but access to libraries where there is every fictional book you could want and if it's not there you request it that's great I *like*

18:41 P14: Wi-Fi

18:42 P15: There are still

18:44 P14: Free Wi-Fi

18:45 P15: Yes yes

18:46 P15: But there's also passionate lecturers and an opportunity to learn things you never would learn in a high school system

18:51 P14: There are some passionate lecturers

19:11 P14: Oh ja

19:15 P15: Ja

19:16 P14: There is actually very interesting stuff about educational technology with Khan Academy and stuff that these very fancy private schools in Silicon Valley where the kids go

to school in the morning and they all have their own computer and their own workstations and they can segment their time how they see fit based on what they need to do and they watch videos and they do practice quizzes and then they write tests every now and again

19:43 P14: I ja I well there's a lot of criticism for it I think that the biggest criticism is that if you can choose how to spend your time you spend a lot of time doing the things that you are good at and not enough time on the things that you are bad at

19:53 P15: Ja

20:01 P14: Ja but at the same time there's also a part of me which thinks that what do you least want to learn is probably the most important thing for you to learn either because you're the worst or because it's what you don't like

20:15 P14: Ja

20:15 P15: *Like* the kind of subjects that annoy you or upset you are probably things you need to hear *like* you need to be challenged on certain things for you to grow because if you are just going to go into the areas where you are really comfortable and happy he won't get far so you've got to balance it I think

20:33 P14: Ja thinking is also not a natural state you have to actually try and a lot of people don't want to slash can't so I think that teachers help in that respect maybe self-directed learning is not the best way forward but another thing is that you changed the way people learn because with the internet everyone says oh we don't need to learn facts anymore because you can *just* Google them

20:52 P14: So we're just going to teach you generic *like* critical thinking skills

20:56 P14: I also don't think that that's the best idea 'cause if you've got *like* a huge bank of facts to draw upon you'll probably be better at those other things as well

21:03 P15: Ja also think there's a social element perspective I mean our school for high school uhm a few years after I was in grade eight they rolled out iPads as a requirement for every grade eight student so yeah

22:19 P15: And the thing is our school had uh a very big culture where *like* almost the whole grade 'cause we have quite a small school would sit in a circle at break and everyone would socialise and *like* halfway through they would break into *like* the cliques and *like* the smaller circles but everyone would sit in circles on the floor all the time and chat in big groups of people but the grade eights from the year that they got the iPads would sit in a row honestly not even facing each other and then *just* play games on their iPads for the whole of break every single break 'cause I mean maybe that wouldn't happen if you were already had friends 'cause I mean people don't sit on their phones the entire time *like* we're not even if this wasn't

a study we would still talk to each other without looking at our phones but I think as an education thing people are shy and awkward teenagers as is and they kind of have to be forced to socialise I think

22:08 P14: Ja

22:09 P15: To some degree and if you get them a way out they'll take it

22:12 P14: And a lot of socialising is *just* based on doing the same thing or similar things

22:16 P14: It's *like* oh that Maths test was so hard

22:18 P15: Ja

22:20 P14: If you are doing different things at different times then it is difficult to find a common ground in communicating

22:24 P15: Ja maybe they'll all be smarter

22:31 P14: Ja

22:25 P15: Ja maybe they'll all be smarter than us

22:41 P15: Ja

22:45 P15: It's probably

22:53 P14: School B's very high tech *like* they had SMARTBoards before everyone else

23:00 P15: SMARTBoards

23:01 P14: Ja

23:23 P14: In a boring class

23:30 P14: I always thought it was most useful during the exams so you can go and copy the smart kids you'd be *like*

23:38 P14: *Just* Google the answers ja I know I wasn't very forward thinking

23:41 P15: *Just* bring it in with you when you write so you can move around and everyone else is frozen

23:47 P14: Ja

23:47 P15: I dunno part of me is *like* I would totally *just* mess around with everyone but part of me is *like* no no no you have a super power you have to use it for the greater good and I'm *like* maybe I should go and catch corrupt people and you know save a life

24:07 P15: Ja

24:01 P14: But I think you have to be realistic you have only got a day presumably you are bound by space and time right so you have to walk

24:14 P14: You can't *like* teleport so it is not like I can go somewhere where crime is happening

24:20 P15: You have to be realistic you can only freeze time for one day you only have a sort of superpower

24:25 P14: Ja but bounded reality is *just* bounded reality so if you have I'm not exactly ja

24:31 P14: I would actually probably squander it I'd probably *like* waste it

24:34 P15: Ja

24:36 P15: I'd probably spend the whole time wondering what I should do

24:38 P14: I dunno *like* I'm *just* gonna *like* steal *like* very expensive cars and drive around

24:45 P15: It's *like* one time I had a lucid dream *like* one of those dreams where you can- you know you're dreaming and you can control the dream and change things and first I started a war I don't know what it was about it was *just* caused and then I saved Snape in Harry Potter from dying and that's what I did I was given total power over the whole universe and I did those two things so I don't know

25:30 P15: Contemplate what I should do until it runs out

25:39 P14: You could shoot a pretty good music video (inaudible)

25:45 P15: Mannequin Challenge ja

25:52 P14: Very realistic

25:50 P15: Although everyone in it would be *like* what's going on I do not remember doing this

25:56 P14: It's me

25:58 P14: What's going on here

25:59 P15: (inaudible) quite a lot

26:04 P14: You have an advantage I would *just* study the whole day (laugh) watch series that's an entire season I can get ahead of everyone else wait that's so spooky no actually never mind that's so stupid

26:36 P15: Alright then

26:43 P15: Worst movie

26:44 P14: Birdemic

26:47 P14: Sharknado (laugh)

26:48 P14: Ja but Sharknado was purposefully bad but I guess Birdemic was also purposely bad

26:54 P15: I don't know I *just* really disliked Rick and Morty, I know it's not a movie

26:57 P14: That's not a movie

26:58 P15: I *just* said something Nick 'kay this isn't an exam I'm not going to get marked on how well I answered the direct question

27:08 P14: Birdemics a terrible movie but it's purposefully bad but it's *like* it was made on a budget of *like* thirty-six dollars or something and it's *like* it's about how these birds act (laugh) the title is the movie

27:22 P14: It's *like* these birds come and attack this rural village and there's this one scene where they try and attack the birds with coat hangers and they're *just* superimposed onto the screen and they don't move and they're *just like* flapping it's terrible

27:43 P14: I think so

27:46 P14: Ja Lake Placid was terrible

27:57 P14: Ja I'm not sure actually

28:17 P15: Uhm

28:16 P14: I think so but it's mostly just for practical reasons *like* how else would you do it

28:21 P14: I mean *like*

28:33 P15: Ja I mean there are other forms of assessment I mean if you think about *like* assignments where you have more time to do it *like* I think I think if the whole thing is a standardised test it's unfair 'cause tests also test for other things *like* not just your grasp of the concept but your grasp of the concept under pressure where potentially the standard thing under pressure

28:57 P15: *Like* philosophy for example *like* if you become a philosopher no one's ever going to be *like* answer this question right now you have thirty seconds left *like* that's not how it works

29:04 P15: So there's that and I think there's *like* anxiety is a big thing for a lot of people

29:09 P14: Tests

29:09 P15: Where there's *like* something *like* being in these scary rows some people on the other hand love it *like* I really find tests restful

29:19 P15: Because everyone has to be quiet and it's all *like* everyone's in a row it's so ordered I think it tests for some strange things but at the same time it's a skill you want to test 'cause sometimes you do want to test recall

29:31 P15: And you want to get rid of all the contr- *like* it's more controlled so the problem with assignments is some people have more internet access than others some people have better have people who help them and that kind of thing so all of these assessments have problems I think you need quite a few and then the combination of that is a good indicator

30:31 P14: So that is a problem with standardisation so ja you could have test without standardisation where you have those specifically

30:36 P15: Ja

30:46 P14: More work

30:47 P14: But I also think that now that you mention it standardised tests you can people who have money pay tutors who can teach how to ace the test

30:54 P14: Yes

30: 55 P14: *Like* you get SAT tutors who will tell you how to ace an SAT and you don't learn anything much from it

31:00 P14: You can get GRE tutors that can give you everything you need to ace the GRE and *like* nothing else

31:06 P15: Ja so there's almost a difference between *like* the standardised test *like* the SAT

31:11 P14: The ACT

31:12 P15: Which counts for so much than uhm exams in general and I think exams are a fine thing but they should be different every year and you shouldn't teach to the test

31:24 P15: You can teach people skills *like* how to write an essay so it's a bit more fair but ja

31:28 P14: Ja maybe it shouldn't all be MCQ

31:31 P14: Oh ja but I don't think that

31:34 P14: That's probably not a good way of teaching

31:38 P15: Any proper exam should have multiple types of questions 'cause they test different recall

31:40 P15: So there's *like* um multiple choice which tests recall with prompt so there will be four options and then you are reminded of each of them

31:49 P15: And then you're *like* no I know this one's correct whereas then there's general recall where there's nothing to prompt you except the question and then your ability to *just* draw it for yourself as opposed to determine between four what is correct and they are different skills

32:05 P15: And it's also interesting because sometime- there are *like* real life decisions which are almost multiple choice and someone's *like* what should you do and you know there are three options and you have to pick one

32:14 P15: But other times there are *like* countless options and you have to pick one so you should test both

32:35 P15: Helped

32:50 P14: Ja people love talking about themselves

32:55 P15: Speaking from experience

32:56 P14: Speaking from experience (laugh)

33:14 P14: What are your goals for the future I know what your goals for the future

33:17 P15: Ok you tell my goals and I'll tell your goals and we'll see how that goes

33:19 P14: Ok so you are going to finish your undergraduate degree next year

33:23 P15: Uh-ha

33:23 P14: And major in philosophy then you're going to do your law degree in another two years after that

33:28 P15: Uh-ha

33:28 P14: Then you are going to do an LM

33:31 P15: Ja maybe

33:32 P14: Maybe you going to do an LLB

33:33 P14: Ja

33:36 P14: Then you're going to do articles at some fancy firm somewhere probably in Joburg

33:42 P15: Hopefully

33:42 P14: Or in the Constitutional Court although I heard that you can't do your articles at the Constitutional Court you have to do your articles somewhere else and then you only do a year you do experience at the Constitutional Court but anyway that's everything

33:52 P15: Yes

33:52 P14: And you're going to so Bowman's or Norton Rose or ENS one of those big ones then you're going to do the bar exam and you're going to pass with flying colours or whatever and then you are going to go into civil law and become the best lawyer in the country then you're going to become a judge and then you're going to become a Constitutional Court Judge

34:14 P14: Ok so the later stuff I don't know about but all round pretty decent maybe I should ask you what my goals are and then decide based on what you say 'cause that sounds like a fun life plan

34:24 P14: Or you're going to move to New York and make filthy amounts of money

34:25 P15: Ok so now we are talking about ourselves again

34:26 P14: Serving rich people

34:33 P14: Oh whatever

34:33 P15: Well Nick wants to get *like* fifty eight scholarships from different people who will pay for his education and he'll have loads of money to spend in the meantime and he'll invest some of that money for having more money in the future then he is going to finish this degree and see if he can get some kind of in with one of those terrifying investment or consultancy firms

34:53 P14: Ja true

34:54 P15: Then he's going to move to New York and become one of the richest people in the world Forbes five hundred or whatever it is and he's going to buy an apartment in New York and he'll *just* make money by moving other people's tons of money

35:10 P14: I'm not sure about that

35:12 P15: Am I right

35:12 P14: I'm not sure maybe probably I'm not sure about the investment banking

35:17 P15: Yeah you always change your mind you haven't told me for sure what you want to be

35:20 P14: I'm not sure yet because I'm so young

25:21 P15: Maybe you should be a filthy lawyer

35:24 P14: Ja I might do law or something

35:26 P15: What do you call one hundred lawyers stuck on the bottom of the ocean a good start (laugh)

35:48 P15: You're so right

36:08 P15: I want to be loved I want *like* three dogs

36:10 P15: I want *like* weird breed dogs as well *like* a Saluki those weird ones that have *like* the ears that look like hair that's what I want

36:21 P15: Probably not and this is why we have to move to New York

36:28 P15: I'll be my own lawyer

P16

6:00: So *like* go to Somalia into the middle of Somalia and see what's cracking for an hour and get out in time

6:09: *Just* to see what's cracking

6:16: Ja that is that's a tough question

6:20: You should finish off with that question

6:31: Trick questions

6:34: One hundred percent

6:42: Yes

6:52: The best thing ever about travelling

6:56: The worst thing about travelling is getting on the plane the plane is the dirtiest thing

6:58: It's *like* a incubator for disease

7:06: So that's the one thing I don't like actually I like the the *like* actually flying so the actual motion and stuff it's *just* I don't like sort of that confined space and then I always get this person in front of me

7:19: She's *like* a quite a big person usually a guy woman I don't know but they have this thing

7:24: Because I sit there in economy class with my little legs *like* tucked in *like* this and then this person reclines their chair but reclines their chair so that my TV screen is touching my forehead

7:38: And the one time I was I was there on the plane and I had my you know my meal I dunno I think it was supper and she *just* decided this was the moment she *just* reclined and everything went all over the place the milk the food everything

7:49: And then she didn't even notice *like* I was rocking the chair saying *like* please move your I was trying to be nice and *just like* nothing was working and then she *just* refused it was this German woman she was *like* not having any of it and then

8:01: I got the air hostess and she was *like* ok well please move and she still didn't move her chair she was I dunno maybe she was pissed off with me I dunno but that chair *just* stayed down

8:12: Ok that's the worst place thing about travelling

8:13: Uhm

8:14: The best thing about travelling probably I dunno get to see a new place

8:44: Oh ja

8:52: Yeah

8:56: Ja ja ja

8:58: Ja you *just* gotta get used to it ja

8:59: But it is cool to see

9:00: Lots of *like* little different things all over the place you go there's always something different it's really cool to see and it's the norm for them and different for us

9:10: Ja

9:12: But uhm ah travelling I *just* kind of like seeing new places it's nice interesting

9:27: While I was traveling ahh (laugh) lots of things (laugh) ok I'll tell you one

9:37: I was in airport Munich Airport and I had my

9:41: It was *like* this little back- not *like* back- what do you call those little uhm suitcases

9:47: Ja ja *like* a uh those bags that you put *like* sports clothes in and things

9:56: Tog bag there we go that's it I had a tog bag and I was going up and I went up the escalator so it goes up up up up and you know you've got those trolleys and this thing fell off the trolley and it got stuck and you know where the actual stairs go into and the go around again it got stuck in there and ripped it open and all my clothes started getting sucked down this thing (laugh) it was pulling all my clothes while the thing was going and obviously all the Germans were backed up behind me because they were all (inaudible) so they were all turning around and walking down the escalator *like* no one's going nowhere I'm pulling out my clothes there go my underpants there and I *just* see in Munich Airport while I'm pulling my underpants out of the flipping escalator that was probably the weirdest thing that's happened overseas

10:38: Ja

10:50: No it was the worst I felt so bad I literally *just* walked out the airport didn't want to see anyone after that half my clothes were also gone I don't know where it actually goes because they go in and then it never came out the other end again it disappeared

11:13: Ja

11:17: So my my

11:21: My clothes

11:28: Pulling them out ja

11:33: And the stuff that I did get out had holes in because you know (inaudible)

11:39: It was so bad

11:42: Ok ja

11:52: Ok

12:02: Worst stay at a hotel

12:09: I have got many

12:20: Uitenhage ja

12:21: Afrikaans people get so irritated with me when I say Uitenhage

12:29: I'm telling you that's the way to pronounce it but I dunno

12:38: Ja

12:58: Ok that's not a good sign

13:00: So why were you staying at a camp for children

13:12: *Just* randomly *like* how do you even come about staying in a camp for children

13:31: Was it just dirty and

13:35: Oh yeah

13:57: Yeah

14:10: Yeah that's pretty (inaudible)

14:15: Oh was this a communal

14:16: No

14:18: Yuck that is terrible I thought maybe you had *like* a room and then *like* maybe two people for one bathroom or something *like* that

14:34: Geez man geez

14:37: So what worst places right

14:43: Last year I was heading up to the Kruger Park and we stayed over halfway we booked into this place it was in Bloemfontein I think and it was cheap accommodation one of those websites

14:53: And I was *like* ok well book it book it and we got there and it took I put it into the GPS and everything and it took us to this one street it was this dodgy looking street in this dodgy neighbourhood and it took us to this house

15:06: It was a really weird looking house run down kinda *like* almost *like* a granny flat on steroids it was *like* a uhm big granny flat but run down and uhm

15:17: So I was *like* ok this must be the place ring the doorbell and this old old lady comes out I mean she was really old all hunched over *like* oh come in not a word of English and I'm trying to speak Afrikaans I'm hopeless and as I try try and communicate I've booked a place here and eventually I showed her

15:36: And she was *like* ja ok grumpy as heck

15:38: Sent me *like* through through the backyard somewhere and she said I must go over there and I went over there and there was nothing and I walked into the this little cabin thing which I thought was now the accommodation and that was the gardener's quarters

15:55: And it was *like* ok no no the gardener's staying there where do I stay

15:58: And then she was *like* oh no yes come this way but in Afrikaans obviously

16:06: And so I went through the front house and then I started getting the creeps hey because it was this hall and I walked through it and you know there was a bed in the living room and uhm there were two old grumpy people having a conversation in the living room and anyway I you know put it out of my mind kept walking to my room go to my room and all the windows were closed curtains and it was dusty as heck and I was and she said no this is your room

16:32: And I was *like* ok cool and it was just one night ok I can get through this and I asked her *like* where's the bathroom and she points over there but it's occupied and it's right next to there that moment someone opens the door and has been into the bathroom who who heaven

alone knows who this bloke is opens gassed up the whole house (laugh) and in that moment I thought no I don't know if I can stay here so I had to make a excuse that I had to be in Joburg or something that evening whatever and then they didn't want to take this excuse and I thought sho I'm going to get kidnapped here I'm going to be held hostage in this house and eventually no no she's now calling someone

17:11: And I was *like* ok who you calling eventually the phone gets passed to me

17:17: I'm *like* who am I supposed anyway I answer the phone no apparently they don't run the place this other guy runs the place and he doesn't want me to leave he says no you should stay uhm we'll give you free food at this moment my creepo meter it's going off the scale (laugh) so I quickly grab my stuff got out of the house as quickly as possible and then the whole house kind of came out to watch me leave

17:43: And then I was *like* really creeping really creped out so I got everything in my car and left as quickly as possible but this guy got hold of my number for some reason and because on the online booking thing started calling me after that so I ended up in the airport somewhere because that's my escape route

18:01: I was *like* ok if things go south I'm *just* going to jump on the plane I'm going to head off

18:04: And so I stayed in a uh *like* a Airbnb thing I don't know what you call those things in the airport and uhm this place was also atrocious it was falling apart mouldy dusty anyway so I slept there and I was contemplating ok maybe I should *just* not sleep in this place so I paid for the thing got into my car and slept in my car but the car was full of stuff so I had to sit where you know where you drive in the driver's seat so I slept upright in the driver's seat almost like I was a drunk (laugh) somebody comes out of the hotel in the morning I'm still sleeping looks into the window I wake up and this person is staring I freaked the heck out after that I *just* wanted to go home

18:49: That was the worst

18:54: That was my worst staying experience

18:59: Don't book cheap things online (inaudible)

19:04: It was terrible anyway

19:09: It looked great it looked like a outside cottage

19:10: You know you *like* got the house you got a little cottage it had the flowers rose garden and the whole thing

19:15: I was *like* this is delightful got there the thing was falling in the roof was broken and the gardener was inside you know

19:29: We survived though

19:41: Fashion no longer uhm

19:52: Yoh this is a tough question there are a couple

20:00: Ja it doesn't actually affect me that much if people wanna wear whatever they want to wear it doesn't really get to me so

20:14: Ohh that's *just* disgusting

20:23: Those rings ooh they're terrible

20:27: Uhm

20:30: But I really what I really didn't like was still when I was at school *like* way back when everyone cut their hair short and left this little kuifie thing in the front

20:38: And it had *like* little wave coming and everyone would gel this wave up and it looked like a little crown and I think that's probably the worst thing

20:52: Oh ja

20:56: Done deal

21:03: Oohh no

21:05: Ok major goals yow we could be here for half an hour

21:17: Ok one goal one goal

21:21: Can I only do one this is now

21:31: I want a I want a dual a dual degree in half finance and half geoscience and I want to apply something to that that's different from everything else

21:38: So *like* uhm I wanna start a business which is quite unique it sounds like a niche between uhm the pure Geosciences and the pure finance *like* the connection between the between the investor and their investment kind of deal and I think that's probably my largest goal which I'm gonna do the ultimate goal

22:05: Happy

22:08: We all do

22:16: Ja

22:25: Ja

22:28: That's a pretty good way to live life

22:31: Ja

22:40: Right

22:42: Ja

22:48: Put it on the fridge

22:56: It would be pretty great hey to tick it off

22:57: It's *like* things sm- small things are also also very good I mean short term things *like* I don't know I've got a test coming up or you want to do well in competition a race or something that's also important but I don't focus too much on that no

P17

5:02: So I climb on the bus sat next to this well they was a seat open and I said hey can I sit here and she's *like* ja sure sure sure and she is from Mexico and from that first time we sat next to each other we sort of clicked and uh she

5:24: Her and I we were *like* besties on that whole trip so it was *like* almost fluke that we sat next to one another but it was almost like it was meant to be and then we she had made friends with the two girls in the front of us on the bus they'd met on the plane from Mexico they didn't know one another uhm but they met before so then she introduced me to these two girls and then from there we sort of did everything together on the ferry we had breakfast together talked to one another and everything and then

6:01: Ja from there *just* did whatever together uhm and the first night we were *just* at the hostel and unpacked we shared a room together and we had some uh free time so we played foosball and then we had supper and then we had a guided bus tour around Paris uhm

6:25: We were sitting in the back row and we were *like* taking pictures out the back of the little bus window and everything uhm and then before we'd gone on the tour we'd gone for a little bit of a walk around where our hostel was and they' d said ahh we should buy some wine and go take a train to the Eiffel Tower later on so I was *like* ok but it's our first night and I'm quite quite tired uh I don't know so uh we I was *like* sort of going on *like* ja no I think ja maybe I'll come I'll see I'll let you know

7:07: And then by the end of the bus tour I was feeling really tired so I was thinking ah no I'm gonna go to bed and then me and another girl Selena went upstairs 'cause she needed to fetch something and then

7:21: In the end I was *like* you know what *just* go *just* go *just* enjoy yourself and then uh we I got my stuff ready

7:35: And I was *like* ok I'm going

7:37: So then we found the other two girls and we're *like* we're going I'm coming

7:40: So then we went to the shop and it was still open and we got some wine bought little plastic wine glasses shoved it in our backpacks took the train to the Eiffel Tower and then uhm 'cause you're allowed to drink on the streets in Paris they don't fine you so we went to go visit the Eiffel Tower and

8:06: You weren't allowed alcohol *like* in the premises of the Eiffel Tower so we had split into two so Bella and Selena went together and then me and Colette stay together and we were taking pictures she loves selfies as well so we took so many pictures

8:24: Uhm and then it took a long time for the other girls to come back and we got to go under the Eiffel Tower and see it all lit up and everything and then we walked to across the uhm that little river uhm where we could stand and pour our wine and we could see the Eiffel Tower so we had wine overlooking the Eiffel Tower and then uhm

8:52 It was *like just* this one night where we *just* got to get to know one another really well *just* in that short period of time so we had a wine and then uh we wanna walk back to the subway

9:05: 'Cause we're *like* ok it's getting late it was already about twelve o'clock at night then and uh we had to cross this one busy streets so we wait for the traffic lights to uhm to allow pedestrians to cross and

9:25: Selena had been to Paris before and she says apparently this is the best place to take a picture of the Eiffel Tower *like* it's very central so 'cause Colette likes taking pictures she gets carried away and the robots turn green and she's standing in the middle of the road that was really really funny and then uhm we walk up the stairs uh to get to the subway and you could still see the Eiffel Tower

9:57: So we ask this guy can you take a picture of us jumping so we *like* jump but it's the blurriest picture ever and they were all really drunk (inaudible)

10:10: So we were *just like* ok we got one let's go

10:14: So we uhm we go off we get to the subway *like* eventually and then we *just* chatting so much about our plans for the next day we missed our stop so we carry on going get off the train realise uhm we can't be on this platform so so we went we walked around and realised ok no this isn't way and then we had to cross through a train to get to the other side but Colette was really slow again so she almost got shut in the train that was the funniest night I think yeah

11:09: We were worried about that as well

11:35: Very nice

11:46: Oh my God ok I have to agree with that one I have to agree with that one that was the worst thing ever yeah those beds were disgusting ja ja I know

12:07: Yeah

12:13: I didn't even I wouldn't have even thought of that yoh

12:23: Yeah they were all

12:26: Oh yeah you said

12:35: The only *like* sort of horrible stay we had was when we were in Switzerland but it wasn't bad uhm it was *just* that we had to

12:44: We were used to having an en suite bathroom in our hostel but then this one was *like* a whole lot of rooms sharing this one bathroom so it wasn't very it wasn't nice

12:55: And *like* you'd shower and you'd push this button and then it would run and then it would stop and you're *like* (3s) (inaudible)

13:31: No ways yoh that's horrible

13:51: Bell bottom jeans it was uhm also I don't I think it's these are also or

14:08: Remember when you used to wear pants *like* really low *like* the lower you wore it the cooler you were that and also uhm just unfitting pants I think that's I like skinny jeans yeah yeah

14:33: But I don't like those *like* army pants uhm that old style *like* fabric-y pants that are *like* not shaped and pockets on the side

14:46: Can't deal yes cargo pants

15:05: Ah there's been too many Nicole uhm (8) ok yeah I think I'm gonna go with when I went to America read the question again quickly

15:33: Ok yeah I think it was I'd say 'cause we saw family we saw a lot of sites we got a lot paid for we got to go to Disney World and Louise and I definitely bonded quite a bit so that was cool *just* going with her uhm and yeah and being able to go there to someone who lives there

16:01: You do a lot more you see a lot more of the local stuff as well and then also he knows where you should go and suggests all the touristy places and ja *like* there's not a lot that we didn't get to see so it would be ok if I didn't go back ever so I obviously I'd want to but from that time we had there I saw pretty much everything that you need to see

16:37: I want to drive an Audi A1 so whatever it takes to get to driving an Audi A1 that's my goal

16:48: Uhm it's a really cute car

16:56: It's *like* (2) it's sporty but it's also functional you know so it's not *like* over the top it's middle of the road it's functional you can it's I'm pretty sure it's light on petrol and I *just* like the design of it I'll point it out to you I always spot them they're like Beetles I always spot Beetles

17:30: And also act- also another girl is actually finding out what I want to do with my life that's yeah

18:02: Oh jeez I need to think about this I'm pretty sure I have uhm I'm pretty sure one time I had moldy nuggets at Spur yeah no uh I'm trying to think

18:26: There's definitely been things but I *just* can't really remember but things that I would really irk me at a restaurant it's when the service is bad not necessarily the food as long as it's edible and it's ok and you're not it's not super overpriced but when you have to wait for the waiter and he doesn't do things right and messes up your order and stuff *like* that

19:02: Uh I'm sure they must be s- a few things but I can't remember now

19:28: So I could freeze time and

19:35: Oh I see ooh would you be able to have someone who comes with you *like* a friend ok yeah I'd probably take you uhm jeppers ok I know what but it would probably take over a day to get there I'd wanna go to an amusement park and be able to go on the rides as many times as I wanted without having to wait in queues

20:10: 'Cause at Disney World the one thing that I hated was how packed it was and it put me off and so if I could go there and *just* do what I wanted to do enjoy myself with you a friend anyone yes there we go there we go there we go and then you'd have enough time because you wouldn't be waiting in queues you'd be able to go on all the rides at one park get a bus go to all the other rides at another park and then another park and you'd be ab-

20:46: Be able to *like* explore the whole place in *like* a day and you'd get the best experience ever yeah what would you do

21:12: Yeah

21:44: I quite like your idea of I quite like your idea of being able to *just* walk around without having to worry about anything

21:50: *Like* going to *like* either in town or Kalk bay walking along to Muizenberg getting ice cream yeah you

22:00: *Like* you wouldn't have to worry about *like* is my backpack zipped you know

22:09: Ja *like* keep your hand on your pocket or your bag your your sling bag yeah I like that yeah me neither

22:26: Half past seven

22:31: Uh oh that's that's

23:03: Uh

23:10: I think well you'd classify a sport as *like* a team sport and then also a solo sport and then ah ok uhm well when you generally think of sport you think some of something with a ball and hand eye coordination and stuff but then you think of running and you don't ja

23:43: Yeah

23:48: Maybe maybe *like* a physical activity

23:52: 'Cause fishing you still you have to be *like* yeah but I fishing I'd say is on the yeah it's on the line but

24:14: Yeah yeah but I definitely say also being good at a physical thing so well I suppose you can be unfit and run I don't know yeah that's true competitive yes yes ok there we go